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ABSTRACT

The Portland (Oregon) Public School Project Career Education (PCE) Activities for grades 4-6 is based on the city's overall Area 2 program goals for career education which proposed that children completing school should have sufficient knowledge and competencies to enter into a field of employment or an advanced training program in that field. Discussed in general are the project's goals in career awareness and career exploration. The remaining sections are divided by grade levels (4-6), providing integrated career awareness activities in social studies, language arts, math, health and science, and general areas of interest. For each activity the theme, grade level, curriculum area, life role, purpose, objectives, materias/resources, and teaching procedures are outlined. The document concludes with sample teaching activity blanks and evaluation forms. (BP)

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AWARENESS
EXPLORATION
PREPARATION
CAREER
EDUCATION

PORTLAND PUBLIC SCHOOLS
AREA II

K 6

ACTIVITIES FOR CAREER EDUCATION

"NOT TO TEACH DIFFERENT THINGS
BUT TO TEACH DIFFERENTLY"

[illegible] Center
[illegible]
[illegible] N.E.
[illegible]
Phone: [illegible]

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GRADE 4–6

CE 004 579

AWARENESS
EXPLORATION
PREPARATION
CAREER
EDUCATION

PROJECT CAREER EDUCATION
PCE/K-10

JUL 14 1975

Retrieval-Dissemination Center
O[illegible] Education
942 Lancaster Drive N.E.
Salem, Oregon 97310
Phone: 378-[illegible]

PCE / K-10 Activities for Career Education

Grades 4-6

Marshall Attendance Area

Portland Public Schools

Area II

Acknowledgment --

This Career Education Activity Book is the result of the work of a writing team representing the 12 schools in the Marshall High School Attendance Area.

The writing team included:

Barlow	Ed O'Brien Juanita Rader
Bridger	Gloria Dosch Mary LeBold Pat Pulley Robert Turner
Clark	Esther Daniel Jean Morgan Harold Munsey
Kelly	Sue Benson Becky Rowan
Lent	Elenora Maier
Marysville	Barbara Green Harriet Haslebacher
Whitman	Betty Aschenbrener Karen Kazen
Youngson	Gwen Parker

Coordinated by: Margaret Lorenzen
Jerry Reed

Project Coordinator: Tom Parr

Area II Career Education Specialist: Leroy Wallis

Why Career Education?

Portland School Board Action Number 5338 July 12, 1971 was one of the actions by the Board of Directors. Its title was Learning Opportunities Career Education Department. This action appeared in the minutes as follows:

> "WHEREAS, The public schools are responsible for providing every young person with learning opportunities that will enable him to discover his individual interests and abilities. Those learning opportunities should help him explore the many avenues of productive activity that might challenge and extend his talents, of choice, self-direction, self-discipline, and responsibility. Every person who hopes to play a productive role in society must have some sort of occupational preparation since his place in society is, to a considerable degree, determined by his work role. Therefore, an orientation to the world of work and preparation for a career are necessary to his development, therefore, be it further
>
> RESOLVED, It is recommended that the Board of Education hereby approve in principle this Career Education program, give it high priority, and provide additional financial assistance as it becomes possible."

Career Education Is---

Career education is a developmental process which is designed to help all individuals prepare for their life roles: family, citizen, occupational and avocational. Career education enables students to examine their abilities, interests, and aptitudes, relate them to career opportunities; and make valid decisions regarding further education and/or work.

Career education becomes a part of all levels of education from kindergarten through adult life. Kindergarten through grade 6 will provide an awareness of the world of work and an understanding of the value of work to the individual and family.

Through grades 7-10, the student will explore and try out his talents and interests and make tentative occupational and educational choices.

Grades 11 and 12 will provide an opportunity for the student to prepare for entry into a broad occupational area and/or advanced educational programs after high school.

Post-secondary programs will provide for specialized training, upgrading of skills, and retraining opportunities.

Career education is not a separate course in the school curriculum, nor an isolated activity; it is a combined effort of school and community. It is a current, on-going, activity, oriented process incorporated throughout the curriculum, designed to help the individual develop the skills and knowledge for effective participation in all life roles.

(This definition was developed by principals and coordinators of the Madison Attendance Area Planning group and is derived from over 40 definitions from across the country.)

Dr. Dale Parnell
Superintendent of Public Instruction

Leonard Kunzman
Director of Vocational Education

Donald Gilles
Coordinator, Program Development and Evaluation

Dr. Dan Dunham
Coordinator, Applied Research

Dr. R.W. Blanchard
Superintendent of Portland Public Schools

Dr. Edwin Schneider
Superintendent's Associate for [illegible] Support

Marvin Rasmussen
Director of Career Education

Leonard Carpenter
[illegible] Director of
[illegible] Education

Leroy Walls
[illegible] Career Education
[illegible]

PROJECT SCHOOLS
Marshall High School
3905 S.E. 91st Ave.
Barlow Elementary School
3700 S.E. 92nd Ave.
Binnsmead Elementary School
3225 S.E. 87th Ave.
Bridger Elementary School
7910 S.E. Market St.
Clark Elementary School
1231 S.E. 92nd Ave.
Foster Elementary School
5200 S.E. 80th Ave.
Kelly Elementary School
9030 S.E. Cooper
Lent Elementary School
5105 S.E. 97th Ave.
Marysville Elementary School
7733 S.E. Raymond
Whitman Elementary School
7326 S.E. Flavel
Woodmere Elementary School
[illegible]
Youngson Elementary School
7704 S.E. 71st Ave.

PROJECT CAREER EDUCATION
PCE/K-10
PORTLAND PUBLIC SCHOOLS
Dr. Don W. James
Area II Superintendent
Tom Parr
Project Coordinator
3905 S.E. 91st Ave. / Portland, Oregon 97266 / (503) 777 2339

GOALS, COMPONENTS AND CONCEPTS
FOR
PROJECT CAREER EDUCATION K-10

Attached you will find the project goals, and components and concepts that will be implemented during the 1973-74 school year. The goals, components and concepts were originally developed as an exploration guide by teachers from project schools in June 1972. This is the revised and expanded K-10 project guide developed in June 1973 by building coordinators from project site schools.

If this office can be of further assistance, we will be pleased to honor your request.

Tom Parr
Project Coordinator

PROJECT CAREER EDUCATION K-10

Project Career Education K-10 is based on the overall Area II program goal for Career Education which proposes that:

> Every child shall, upon completion of his public school education, possess sufficient knowledge of many occupational fields, including knowledge of entry requirements, to be able to make an informed selection of an occupational field and shall have developed competencies that enable him to enter into employment or an advanced training program in that field.

PCE K-10 is further divided into CAREER AWARENESS and CAREER EXPLORATION.

CAREER AWARENESS

Every learner, upon completion of the kindergarten through grade six portion of his public school education, will have developed an awareness of the world of work including:

A. knowledge of a variety of occupations and their related tools and duties,

B. knowledge of contribution and interdependence of work done by members of society,

C. relationship of subject matter to the world of work,

D. and an awareness of self as related to the life roles of family, citizen, leisure, and vocation.

Goals for Career Awareness grades K-6 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. explore and assess personal attitudes, aptitudes, attributes and interests.

B. examine the concepts of work and work roles and the many occupational possibilities.

C. develop attitudes, knowledge and skills needed for effective employment.

D. develop self awareness as related to the life roles.

By the completion of grade 6, students will have attained the Area II goals and sub-goals through their involvement in career awareness activities developed in the PCE K-10 Curriculum Activity Guide, Idea Book, People In Products and Services, and teacher developed career awareness activities.

(Career Awareness continued)

RESOURCES

GOAL: Career Education resources will be used by PCE K-10 schools.

CONCEPTS: Many resources are available in the area of career awareness for use by K-6 teachers.

OBJECTIVES: Every child upon completion of grade six will have become aware of jobs relating to people and things through the use of resources such as printed materials, audio-visuals, and career education activities in the classroom.

RESOURCES:
PCE K-10 Career Activity Guide
People in Products and Services Guide
Idea Book
1973 Audio-Visual Film Catalog
Ryan, C.W., Career Education Programs, Volume I, K-6

FIELD TRIPS

GOAL: Field trips with an emphasis on Career Awareness will be taken by students at each grade level.

CONCEPTS:

1. Field trips are an important means of enabling students to have exposure to people in real life work situations.

2. Field trips may be taken by a small group or a large group.

OBJECTIVES:

Through field trip experiences, the student will:

a. observe the occupational diversity within the industry or business visited.

b. observe and be able to identify jobs relating to people or things within the world of work.

c. observe and be able to identify the health, safety, and grooming standards required by a variety of occupations.

d. observe the dignity of work within a variety of occupational and economic roles.

SPEAKERS

GOAL: Speakers with a career emphasis will be used as a means for career awareness at each grade level.

CONCEPTS:

1. Speakers are a valuable resource in a career awareness program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work.

2. Specific speakers should be used in individual classrooms to further explore interest shown by students.

OBJECTIVES:

By the end of the sixth grade students will:

1. become aware of jobs relating to people and things.

2. become aware of the health, safety, and grooming requirements of the world of work.

3. students will acknowledge that every human being, in every economic role, has human dignity and the right to the respect of himself and others.

7

K-6 SPEAKER'S GUIDE

1. Indicate the company you work for, its purpose and how many jobs there are in the company.
    a. Number of different jobs
    b. Number employed in each job title
    c. Kinds of work preformed
2. Employment Requirements
    a. What are the educational and training requirements?
    b. How long does it take to learn to do this kind of work?
    c. How old must one be to get a job of this kind?
    d. What are the physical requirements for the job?
3. Working conditions
    a. Is it indoor or outdoor work?
    b. Is the work seasonal?
    c. What hours do you work?
    d. What are the weekly or monthly earnings?
    e. Is there any special clothing or equipment you wear?
    f. How much vacation time?
4. Employer - Employee Expectations
    a. Dress and appearance
    b. Responsibility and authority
    c. Attitude and mutual respect
    d. Interpersonal relationship

CAREER EXPLORATION

Project Career Exploration 7-10 is based upon the Area II Goal of Portland Public Schools which states:

> Every learner shall, upon completion of the grade 7 through 10 portion of his public school education, have explored, through hands-on experiences, many jobs found in broad families of occupations to enable the learner to make an informed, though tentative, choice of a cluster based skill training program in which to participate beginning at grade 11.

I. Goals for Career Exploration grades 7 through 10 that support the overall Area II Goal should be of sufficient scope and depth to enable each student to:

A. gather for his own use as much information about himself as possible -- his needs, goals, abilities, values, interests, attitudes, beliefs, and traditions.

B. learn to use resource materials and personnel for in-depth study of occupations.

C. evaluate himself as a future employee -- what factors about him might affect his getting, holding, and succeeding in a job.

D. recognize the inter-relationship of the life roles: vocational, leisure, family, and citizenship.

E. acknowledge that every human being, in every vocational role, has human dignity and the right to the respect of himself and others.

F. apply and extend the basic skills of reading, computation, composition, spelling, speaking and listening.

THE OUTCOMES LISTED BELOW ARE THE MINIMAL EXPECTANCIES FOR EACH GRADE LEVEL.

II. By the end of grade 7:

A. Given a list of 15 job clusters and related occupations, students will be able to match the two with 80% accuracy.

B. Given the list of 15 jobs, students will place those jobs according to the data, people, things classificiations with 80% accuracy.

(Career Exploration continued)

C. The students will choose and research, independently or in groups, one area of career interest and write a report to be included in the student's file folder.

D. The student will have at least one individually student planned on-site job observation using a written summary/check list to be included in the student's file folder.

E. The student will identify, locate, and use information in three career education resources.

F. The student will use the Job-O survey as a means of identifying individual areas of interest and their related occupations.

G. Each student will demonstrate the safe use of common household handtools such as the hammer, pliers, screwdrivers, adjustable wrench, saw, can opener, and broom.

H. The student will establish an individual file for maintaining career data throughout his school career.

I. The student will have group guidance and personal counselling by a professional staff member to assist in educational planning and course selection, where available, for grade 8.

J. The student will have applied for and received a Social Security card, and have recorded the number in his file folder.

III. By the end of grade 8:

A. Using the self-rating sheet, the student will develop a profile of himself to determine his relationships to jobs that focus on data, people, things. The profile will be in the file folder.

B. Using the USTES Interest Check List survey results, the student will research at least two areas of occupational interest and add these reports to his file folder.

C. The student will have participated in at least one individually planned field trip to observe occupations of personal interest in the community using and filing in his folder the report form.

D. The student will be able to list three of the major industries of greatest employment availability in Oregon. (Tool source: Manpower Resource of the State of Oregon - 1972.)

E. The student will demonstrate ability to find specific occupational information in the Occupational Outlook Handbook for a given job title.

(Career Exploration continued)

F. The student will list two health and safety practices and two grooming requirements for a given occupation. (Purpose: to have the student be aware of the decision making process as related to his personal life style and the world of work.)

G. The student will have had group guidance and personal counselling by professional staff members to assist in educational planning and course selection for grade 9.

IV. By the end of grade 9 each student will:

A. Demonstrate verbally or in writing his understanding of the relationship of a job to family, citizenship, and leisure time.

B. Explore, through a variety of media, at least two businesses representing industries, to become aware of job opportunities.

C. List at least ten of the Oregon clusters and at least five occupations which relate to each cluster.

D. Locate and relate employment trends and projections to at least one occupation of his choice.

E. Hear a minimum of five speakers from the community and record his reactions in his file folder.

F. Identify and record in file folder a maximum of three tentative cluster choices based on instruction, experience, and guidance.

G. Apply for and receive a work permit.

V. By the end of grade 10 each student will:

A. Have had an opportunity to take and have interpreted to him an interest survey and an aptitude test. (Tool source: GATB and USTES Interest Check List.)

B. Have used the CIS as a source of interest information.

C. Have a minimum of eight hours of hands-on experience in a cluster of his choosing and will document this in his file folder.

D. Consider the available career clusters and make a tentative cluster choice utilizing knowledge of himself -- his strengths and weaknesses, needs, values, abilities, and skills.

E. Have on file a satisfactorily written resume including all information identified as important by a job placement specialist.

FILE FOLDER

GOAL: To establish an individual file for maintaining career data throughout the student's exploratory years.

CONCEPTS:

1. Students will have an opportunity through maintainance of the folder over a four-year exploratory program to enhance their self-understanding.
2. As the student approaches the summer of his sophomore year he will be able to develop a personal resume by using the information contained within the folder.

OBJECTIVES:

The purpose of the file will be:

1. to provide a record keeping tool for the PCE 7-10 program.
2. to develop student responsibility by having him maintain his own Career Exploration file folder.
3. to have the student's career education data in one place for periodic self-evaluation and planning.
4. to record evaluations of the student's exploratory and hands-on experiences.
5. to include records of self-inventory surveys and interpretations.
6. to be used for a personal resume at grade 10.

The essential content of the file will be:

1. Composite four-year (grades 7-10) SUMMARY RECORD CARD (color card).
2. Self-inventory print-outs and records (Job-O, Interest Check List, CIS, GATB).
3. Personal resume done in grade 10.
4. Record of career cluster exploratory experiences.
5. Any other materials which the student feels are necessary for his information to be used in his career education program.

The implementation of the file will include:

1. establishment of the file at grade 7.
2. availability for the student's use at all times.

(File Folder continued)

3. responsibility for the up-dating of the file by the student.

4. Use PRIMARILY by the student.

5. storage/location with the homeroom teachers at grades 7 and 8.

6. storage/location in Humanities 1-2 Resource Center at grade 9.

7. storage/location in English Resource Center at grade 10.

8. storage/location will be made available to the student in the career center after grade 10. (Optional)

SELF-UNDERSTANDING SURVEYS

GOAL: A self-evaluation and understanding program will be used with students in grades 7 through 10 in each of the project schools.

CONCEPTS:

Due to the structure and complexity of society today students are frequently not familiar with job titles and descriptions of people with similar interests and aptitudes to their own.

Through use of interest inventories, aptitude tests and occupational access systems students will begin to identify and explore their personal interests and aptitudes in relationship to those of successful workers.

OBJECTIVES:

1. Each 7th grade student will have used the Job-O interest inventory Survey and completed a research of the job that is of greatest interest.
2. The 8th and 10th grade students will have been provided a computer print-out of the results obtained from using the USTES Interest Checklist. They will then be counseled individually/ or in groups concerning the results.
3. Students in the 9th and 10th grades will have an opportunity to use the Career Information System located at Marshall High School. Their computer print-out will be given to them for filing in their career folder. (The CIS needle sort is available at 8-10 levels.)
4. Most students at the 10th grade will have taken the General Aptitude Test Battery. The results of this will be interpreted to the student in group and/or individual couseling meetings.

TESTING / INTEREST INVENTORIES

	JOB-O	USTES Int. Check List	CIS Career Info.System	GATB
When	X			
Where	Home Room			
Who	Teacher			
When	(optional)	X	(Needlesort)all year	
Where		Home Room	Home Room	
Who		Teacher	Teacher	
When			Any time	
Where	(optional)		C-9 Marshall	
Who			Departmental	
When	(optional)	X		October/Nov.
Where		Language Arts	C-9 Marshall	Language Arts
Who		Teacher	Departmental	Teacher/Counselor

RESOURCES

GOAL: Career education resources will be used by PCE 7-10 schools.

CONCEPTS:

1. Many resources are developed and being developed throughout the country in the area if career education.
2. Students will have an opportunity to explore a variety of career education resources.
3. Students will learn to use resource materials and personnel for in-depth study of occupations.

OBJECTIVES:

Every learner upon completion of grade 7 will:

1. demonstrate an ability to use the newspaper as a career education resource.
2. use the Occupational Outlook Handbook in correlation with JOB-O and other student exploratory experiences.
3. become aware of jobs relating to data, people, and things through the use of resources such as SRA kits, printed materials, and audio-visuals.

Every learner upon completion of grade 8 will:

1. be able to list the major industries of greatest employment availability in Oregon through use of Manpower Resource of the State of Oregon.
2. have had the opportunity to choose and explore at least two areas of occupational or avocational interest through the use of the SRA kits, Occupational Outlook Handbook and other appropriate resources.
3. analyze himself in relationship to jobs that focus on people, data and things through the use of the USTES Interest Check List print-out and Dictionary of Occupational Titles. (Optional)

Every learner upon completion of grade 9 will:

1. be familiar with the Oregon clusters and their related occupations.
2. become aware of employment trends and projections through use of the Occupational Outlook Handbook and its supplements.

Every learner upon completion of grade 10 will:

1. become familiar with employment trends and projections with an emphasis on his tentative cluster choice through the use of the Occupational Outlook Handbook and its supplements. (Optional: DOT)
2. use the Dictionary of Occupational Titles for interpretation of the GATB print-out to aid in making his tentative cluster choice. (Optional: DOT).

FIELD TRIPS

GOAL: Field trips with an emphasis on career exploration will be taken by students at each grade level.

CONCEPTS:

1. Field trips an an important means of enabling students to have exposure to people in real life work situations.

2. In the seventh grade exposure should be of short duration and a wide variety of occupations.

3. As the student progresses through the exploratory program (grades 8, 9, and 10) the exposure to a wide variety of occupations should be narrowed to those of his prime interest. The time spent on exploring this chosed number of occupations should increase.

4. Field trips may be taken by an individual, a small group, or a large group.

OBJECTIVES:

Through field trip experiences, the student will:

a. observe the occupational classifications within the industry or business visited.

b. observe and be able to identify jobs relating to data, people, or things within the business or industry visited.

c. observe and be able to identify the health, safety, and grooming standards required by the business or industry visited.

d. observe the dignity of work within a variety of voacations.

Every learner upon the completion of the seventh grade will have at least one on-site job observation.

Every learner at the colpletion of the eighth grade will have particiapted in at least one field trip to observe representative occupations in the community.

Every learner at the completion of grade nine will have explored businesses representing a variety of industries to become aware of job opportunities, employment trends and projections.

Every learner at the completion of grade ten will have had minimum of eight hours of hands-on experience in a cluster(s) of his choosing.

PCE K-10
June/73

SPEAKERS

GOAL: Speakers with a career emphis will be used as means of career exploration at each grade level.

CONCEPTS:

1. Speakers are a valuable resource in a career exploration program. Through an effective speaker program, students have the opportunity to interact directly with persons in various avenues of work.

2. At the seventh and eighth grade a series of speakers representing the Oregon clusters will present a wide variey of exploratory experiences. This will be accomplished through an assembly program over a two year period.

3. Specific speakers should be used in individual classrooms to further explore interest shown by students. To coordinate the 8th grade curriculum, the emphasis should be on Oregon indurtries.

4. At the high school level, a Career Exploration Fair, a series of Covocation programs and departmental careers information fair will be instituted.

OBJECTIVES:

By the end of the tenth grade students will:

1. be familiar with occupational classifications in career cluster.

2. become aware of jobs relating to data, poeple, and things.

3. become aware of the health, safety, and grooming requirements of certain occupational classifications.

4. students will acknowledge that every human being, in every vocation hae human dignity and the right to the respect of himself and others.

7-10 SPEAKER'S GUIDE

(This might be used as outline by a speaker)

1. Indicate the career cluster category in which your specific job applies.

2. Briefly list the various, individual jobs and their work functions and each income range.
    - a. Entry level, educational requirements
    - b. Advancement opportunities
    - c. Post-employment education opportunities
        - 1. On the job training
        - 2. Personal improvement
        - 3. Special educational programs
    - d. Sources of career opportunities
        - 1. Government
        - 2. Private employment
    - e. Trend and future opportunities in the field

3. Specific considerations
    - a. Working conditions
        - 1. Advantages
        - 2. Disadvantages
        - 3. Hours (shift hours, etc.)
    - b. Memberships
        - 1. Unions
        - 2. Professional
    - c. Benefits
        - 1. Employer (Credit Unions, Educational programs, retirement, medical, vacation pay, coffee breaks, etc.)
        - 2. Industry (relates to industry-wide benefits)
        - 3. Trade or professions (relates to specific benefits, not offered by the employer)

4. Employer - employee expectations
    - a. Dress and appearance
    - b. Responsibility and authority
    - c. Attitude and mutual respect
    - d. Interpersonal relationship

5. Use of tools, uniforms, special hardware of software as a part of the presentation.

SPEAKER'S BUREAU FORMAT

Speaker's Bureau format which is to include one speaker from each of the 14 Oregon clusters by the end of a two year period.

Format: Assembly of 7-8 grade students. 40 minutes time period to include presentation and (?) answer period.

	Kelly	Lent	Marysville	Woodmere	Binnsmead	Whitman
72-73						
Sept	1	2	3	4	5	6
Oct	7	1	9	10	11	12
Nov	13	14	1	2	3	4
Jan	5	6	7	8	9	10
Feb	11	12	13	14	1	2
Apr	3	4	5	6	7	8
May	9	10	11	12	13	14
73-74						
Sept	2	1	4	7	6	5
Oct	8	7	10	9	12	11
Nov	14	13	2	3	4	1
Jan	6	9	8	1	10	9
Feb	10	11	12	13	14	3
Mar	12	5	14	11	8	13
Apr	4	3	6	5	2	7

. . . .

Key:

1 - Agriculture

2 - Bookkeeping/Accounting

3 - Clerical

4 - Secretarial

5 - Marketing/Distributive Education

6 - Health

7 - Social Service

8 - Food Service

9 - Electrical-Electronics

10 - Construction

11 - Metal Working

12 - Mechanical and Repair

13 - Wood Products

14 - Graphic Arts

Career
Awareness
Grade 4

Mary LeBold
Elenora Maier
Jaunita Rader

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A Contract						X	56
Fun Under The Sun						X	57-58
Leisure Time						X	59-60

4

SOCIAL STUDIES

CAREER AWARENESS

Theme: Goods and Services within the Neighborhood - I

Grade Level 4
Curriculum Area Social Studies
Life Role Family
Vocational

Purpose: To make students aware of goods and services available within walking distance of their neighborhood.

Objectives: Given a list of goods and services and a pencil, student will identify those within walking distance.

Materials: Included list of goods and services, pencil

Procedure:

1. Give each student an included list of goods and services.
2. Have them mark an X in front of each store or service within walking distance.
3. Follow with Activity II.

CAREER AWARENESS

Theme: Goods and Services within the Neighborhood - II

Grade Level	4
Curriculum Area	Social Studies
Life Role	Family Vocational

Purpose: To determine whether a child and his family makes use of goods and services in his own area.

Objectives: Given a list of goods and services and a red crayon, each child will identify those within walking distance that are actually used by him or his family.

Materials: Included list of goods and services
red crayon for each child

Procedure:

1. Give each student an included list of goods and services and a red crayon.
2. Have each student put a red check in the space after each store or service area that is used by him or his family.

Optional:

Do as a homework assignment, student might want to investigate their neighborhood to find out how many workers and owners of local businesses live within walking distance of their place of work, and how many must commute.

Name________________________

Date________________________

GOODS AND SERVICES IN YOUR NEIGHBORHOOD

_____ Grocery _____
_____ Drug _____
_____ Bank _____
_____ Gas Station _____
_____ Loan Agency _____
_____ Dry Cleaning _____
_____ Wash and Dry _____
_____ Hardware _____
_____ Furniture _____
_____ Bar _____
_____ Restaurant _____
_____ Drive-In Restaurant _____
_____ Clothing _____
_____ Sports _____
_____ Pool Hall _____
_____ Bookstore _____
_____ Gym _____
_____ Bowling Alley _____
_____ Art Gallery _____
_____ Florist _____
_____ Movie Theater _____
_____ Drive-In Theater _____
_____ Live Theater _____
_____ Barbershop _____
_____ Beauty Salon _____
_____ Liquor Store _____
_____ Parking Lot _____
_____ Auto Agency _____
_____ Bike Shop _____
_____ Bath House _____
_____ Hobby Shop _____
_____ Pool _____
_____ Ice Rink _____
_____ Pawn Shop _____
_____ Dance Hall _____
_____ Bus Station _____
_____ Candy Store _____
_____ Ice Cream Store _____
_____ Music Store _____
_____ Law Office _____
_____ Doctor's office _____
_____ Dentist's office _____

PCE K-10
June/73

CAREER AWARENESS

Theme: Quilting

Grade Level 4
Curriculum Area Social Studies
Life Role Family
Vocational

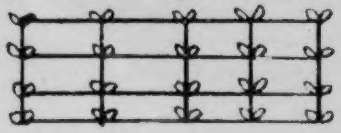
Purpose: To develop an understanding of an area of frontier work and the fact that pioneer families made most of their own home goods.

Objectives: Given necessary items the students will be able to (1) construct a quilted article, (2) create original designs on the quilted article, (3) and use knowledge of quilting to create gifts at a different time.

Materials:
p. 247 Teacher's Manual Holt Databank
Text p. 177-179
p. 114 Teacher's Manual Harcourt Brace
p. 100 Text Harcourt Brace
a number of 6" square cotton patches
needles, thread, crayons, binding, quilt batting, darning needles, yarn, length of cloth (size of quilt)

Procedure:

1. Reading about frontier life style as described in the text (unit does not depend on this as prerequisite).
2. Discussion of frontier life style as compared to our life style.
3. Introduce steps involved in making a quilt.
   a. Cut cloth into 6" squares
   b. Color a design on each square with crayons
   c. Sew together the patches
   d. Layer bottom length of cloth, batting and patchwork
   e. Pull yarn through all joining corners with darning needles. Tie firmly.



   f. Optional. Bind the outside edge, sew by hand.

Quilt can be adaptable - doll size crib or bed size for a longer project.

Follow-up

1. For students who become very interested, have them make a patchwork pillow using the same procedure, except omit batting and stuff with old nylon stockings.
2. Mother's Day Gift, Christmas, etc.
   Using small cloth squares (3") make a small patchwork pincushion stuffed with foam rubber bits or cotton.
3. Making quilted items is a good possibility for class fund-raising.

CAREER AWARENESS

Theme: Tools of the Trade

Grade Level 4
Curriculum Area Social Studies
Life Role Vocational

Purpose: To make children aware that different tools are used in different occupations and to familiarize them with some of the more common ones.

Objective: Student will be able to identify 5 occupations and one tool used in each of the occupations.

Materials: 3 x 5 cards

Procedure: Discuss tools used in different occupations. Have children volunteer to name things used by a farmer, musician, doctor, maid and gardener. Divide the class into groups of five. Give each child a card telling what he is and one tool he uses. Each child in turn tells one more tool. Children must name 3 or more tools he would use. Then they may name his occupation.

1. Farmer: I use a pitchfork.
   (rake, hoe, plow, fertilizer, tractor, combine)
2. Musician: I use a music stand.
   (any instrument, sheet music, instrument case)
3. Doctor: I use a thermometer.
   (doctor's bag, cotton, scale, stethoscope, rubber gloves)
4. Maid: I use a vacuum cleaner.
   (dust cloth, mop, broom, soap bucket, iron)
5. Gardener: I use a rake.
   (hoe, hedge clippers, shovel, bucket, flower pots)

Any occupation could be used.

CAREER AWARENESS

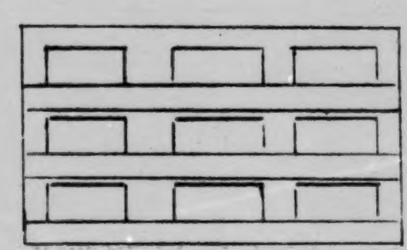
Theme: Career I

Grade Level 4
Curriculum Area Social Studies
Life Role Vocational

Purpose: To make a child aware that there is more than one job involved with each place of business.

Objective: Given a 3 x 5 card with a place near the school written on it, and a paper and pencil, each group of three children will list ______________ jobs involving that place.

Materials: 3 x 5 cards, felt pen, tagboard, strips of tagboard, masking tape, paper, pencil



Procedure:

1. Teacher will form committees with three children in each committee.
2. Teacher will list one place near the school per card on ___________ 3 x 5 card (example: the jail, the Dairy Queen, supermarket)
3. Place each card in the tagboard chart backwards.
4. Have each group draw one card.
5. The group will list all the jobs they can think of involving this place.
6. Follow with Activity II

PCE K-10
June/73

CAREER AWARENESS

Theme: Careers II

Grade Level 4
Curriculum Area Social Studies
Life Role Vocational

Purpose: To make a child aware that there is more than one job involved with each place of business.

Objectives: After following investigating procedure listed below, each group of students, in writing, will revise their lists of jobs involved in the place they investigated.

Materials: permission slips, paper, pencils

Procedure:

1. Each committee will investigate the place of business they have drawn in one or more of the following ways:
   a. a telephone interview
   b. a walking trip to the place of business as a homework assignment or during school time. If done during school time, find out procedure from your school office; can they go by themselves as a group, or could you arrange for a high school aide or a parent to accompany them? Could each group make arrangements in advance for an appointment to talk to someone at the destination?

2. Students should take the list of jobs they have compiled with them to discuss at the place of business. Children will probably be surprised at how many jobs are involved in running each place.
   The purpose of the interview is for students to ask what jobs they have omitted, if any, on the lists they compiled themselves.

3. After investigation, children can compare the lists of jobs they compiled with information they obtained and revise their list.
   a. Are there more jobs involved than they thought of? (This will probably be the case)
   b. Less?
   c. If there are more, what are they?

CAREER AWARENESS

Theme: A Career "Think" Activity

Grade Level 4
Curriculum Area Social Studies
Life Role Vocational

Purpose: To demonstrate that certain jobs demand particular skills and services.

Objectives: Given paper and pencil, each student will list two pairs of occupations that have tools and skills in common.

Materials: paper, pencil

Procedure:

1. Tell the students that certain jobs demand particular kinds of skills and services. For example: both a pilot and a doctor must handle delicate instruments. Both are also responsible for the well-being of others. Ask students to think about and discuss what these jobs have in common.

   Librarian/ Sales Person
   Carpenter/ Dentist
   Nurse/ Fireman
   Window Washer/ Eye Doctor

2. Students will each write at least one pair of occupations and list at least one tool or skill they have in common.

CAREER AWARENESS

Theme: Interest Areas

Grade Level	4
Curriculum Area	Social Studies
Life Role	Leisure
	Vocational

Purpose: To make child aware of careers that fit their own interest.

Objectives: Given ditto, child will evaluate his likes and dislikes, and name at least one career that could be associated with his likes.

Materials: Ditto of "What I Like"
pencil, blackboard, chalk

Procedure:

1. Have students list sports, games, hobbies and activities they most enjoy. Put the list on the board. See how many careers that might evolve from or complement these activities.
2. Each student will fill out ditto, "What I Like".

Theme: Interest Area

WHAT I LIKE

Put a check in the column which states how you feel. Name a career that might be associated with what you like to do. You may want to use a career more than once.

I like to	Yes	No	Career
1. be outdoors			
2. be indoors			
3. draw pictures			
4. talk to people			
5. work alone			
6. write			
7. work with people			
8. work with my hands			
9. try new things			
10. help others			
11. make people happy			
12. collect things			
13. read books			
14. work with numbers			
15. work with machines			
16. entertain others			

CAREER AWARENESS

Theme: Futuring

Grade Level	4
Curriculum Area	Social Studies
Life Role	Leisure Vocational

Purpose: To develop an understanding of how the past and the present may affect the future.

Objective: Given drawing paper, the child will illustrate example of how the past, present and future are inter-related.

Materials: 12 x 18 paper, pencil, magazine, scissors, glue.
Film: "Let's See: Hands Grow Up"

Procedure: Much of children's play is an imitation of and preparation for adult activities. For example, young children at play may make mud pies. In fourth grade a child may make a ceramic object. As an adult, a potter may make vases. There are a wide variety of occupations and avocations that children are training for every day.

1. Discuss: What are things you used to do that you don't do now? What can you do today that you couldn't do before? What would you like to do in the future that you can't do now?
2. Fold a 12 x 18 paper into three equal parts. Draw a picture of yourself doing something you did in the past. Next draw yourself doing something you can do now. Last draw something you might do in the future. Try to make the pictures inter-related in some way. Write a caption under each picture.

Alternate Plan: Use pictures from magazines. Begin the lesson with the film: "Let's See: Hands Grow Up".

CAREER AWARENESS

Theme: Work Away - No Pay

Grade Level 4
Curriculum Area Social Studies
Life Role- Citizen

Purpose: To help children discover that....

1. Many people volunteer to do work away from home without pay.
2. People derive pleasure from the good they do.
3. Volunteer work is important in a democratic society.
4. Volunteering requires that we think of others.

Objectives:

1. Students will develop and use interview questions.
2. Students will develop the concept that all work away from home is not paid work.

Procedure:

1. Through discussion develop a simple interview form.
2. Children will interview parents to find out what volunteer work they do or have done.
3. Have children tell the class about the work.
4. A list can then be compiled, followed by a discussion of the variety of work done, and its importance to the community.

Additional Activities:

1. Make a cut out mural illustrating a variety of volunteer activities: adult painting a church, den mother, 4 H leader, mother or father collecting money for March of Dimes, Heart Fund, Cancer Fund, etc.; children collecting food for needy, children helping with neighborhood clean-up.
2. Teacher dan describe activities of Peace Corps or Vista - or even get a guest speaker who has been involved.
3. Find out about volunteers who help in the school.

PCE K-10
June/73

CAREER AWARENESS

Theme: Advertising

Grade Level 4
Curriculum Area Social Studies
Life Role Citizen
Family

Purpose: To help children understand that advertising needs to be observed with a critical eye.

Objectives: Students will be able to:

1. read and analyze written advertisements.
2. organize ads into categories (like, dislike, truthful, etc.)
3. relate uses of advertising by family members according to family roles.
4. Follow-up: students will be able to list three careers involved in advertising.

Materials:
old magazines
newspapers
crayons or pencils
glue
stapler (for fastening booklet)

Procedure:

1. Have each child cut out 3 or 4 advertising pictures from magazines.
2. Teacher can pick out 4 or 5 representatives of ads from all of them and children discuss each ad.
   a. Do you think this product will make you healthier, wiser, more attractive, happier, kinder, etc.?
   b. Do you like or dislike this ad? Why? List 2 reasons.
   c. Do you think it is a truthful ad? For you? For everyone?
   d. To whom would this ad have appeal?
3. Have students glue one picture per page and critique with a crayon or pencil it according to points covered in previous discussion. (Write them on the board for reference.)
   Make a class booklet.
4. Discuss family members rules in using and understanding advertisements.
   Example: Do mother or father use newspaper ads? How? Are you influenced by reading ads such as cereal boxes, bubble gum wrappers, etc.

Follow-up:

1. Have each student using paper and crayons make up ad that they think would be attractive.
2. Discuss why advertising is done. Is it necessary? What careers are involved in advertising?

CAREER AWARENESS

Theme: Archaeology

Grade Level 4
Curriculum Area Social Studies
Life Role All
Other Self-Awareness

Purpose:
1. We learn about mankind by examining articles from the past.
2. Changes are occuring constantly.

Objectives:
1. Students will make a "time capsule" box containing various items.
2. Students will compare and contrast items after a given period of time.

Materials:
a newspaper
magazine
paper
pencils
drawing paper
crayons

Procedure: The following items will be placed in a large box for safekeeping during the first week of school:

a. a newspaper
b. a paper written on a specific subject (Ex. My Pet) in each students best handwriting.
c. a picture, drawn by student, of some specific subject (my house, my family)
d. a few different magazines
e. data on each child's height and weight
f. some item from home that each child uses (expendable)
g. If possible, a snapshot of each child and teacher.

During the last month of school, each student will rewrite a paper on the same subject as last September, draw a picture of the same subject matter, measure height and weight, bring in some current magazines and newspapers and bring out the box stored last September, and contrast and compare changes that have occured during that school year by examining both sets of items.

CAREER AWARENESS

Theme: It Takes All Kinds

Grade Level 4
Curriculum Area Social Studies
Language
Life Role Vocational

Purpose: All jobs are important and need to be done.

Objectives: Given a written statement to read aloud and analyze each student will describe orally what he thinks would happen in that situation.

Materials: 3 x 5 cards

Procedure: On cards teacher will write statements making suppositions.

Examples:

no one would wash dishes
no one would sweep floors
no one would dump garbage
no one would be President of the United States
no one would be a school principal
no one would be a policeman

Each child will pick a card and as they are called, they will tell what they think would happen.

CAREER AWARENESS

Theme: Social Science Disciplines I

Grade Level 4
Curriculum Area Language
Social Studies
Vocational
Life Role

Purpose: To define disciplines involved in social science and the principal career involved in each.

Objectives:
1. Each student with a partner will, through research, define one social science discipline.
2. With a paper and pencil each pair will write a report on their findings and will identify the principal career involved.
3. Each pair will report their findings to the class.

Materials: paper, pencil, social studies books, dictionary, encyclopedia, science books. Holt Inquiring About Culture, Harcourt, Social Science: Concepts and Values.

Procedure: In this lesson children will research the social studies disciplines they will encounter, namely - anthropology, archaeology, psychology, astronomy, sociology, political science, economy, geography.
1. Divide class in groups of two using a buddy system (a more capable student with less capable).
2. Each pair will be given one social science discipline to research through the use of the dictionary, encyclopedia, the glossary and index of social studies and science books.
3. Each pair will write a report defining the discipline they were given and will name the principal career involved.
4. Each pair will report their findings to the class.
5. Follow with Activity II.

Suggested Activities:
1. A booklet can be made of all the reports for the children to use as a handy reference on social studies.
2. A chart could be composed by the class with the social studies disciplines, a brief definition and a related career.

CAREER AWARENESS

Theme: Social Science Disciplines II

Grade Level 4
Curriculum Area Social Studies
Life Role Vocational

Purpose: To define disciplines involved in social science and the principal career involved in each.

Objectives: Using inquiry in the form of 10 questions, classmates will try to identify the social scientist role of the student who is "it".

Procedure:

1. One student is "it". He thinks of a career in social science and makes one statement about himself.
2. Classmates will ask him 10 questions that can be answered - Yes or No - nothing else.
3. After all the 10 questions are asked, classmates will try to identify the role of "it".
4. The person who guesses correctly is "it" for the next game. If no one guesses, 10 more questions may be asked.

Comment: In the 10 questions a student may not ask if "it" is a certain person - this can be done only after the 10 questions are completed.

Sample Questions: Archaeologist

1. Do you work outdoors? (yes)
2. Do you sit more than you stand? (no)
3. Do you need tools? (yes)
4. Do you work in one place most of the time? (no)
5. Do you need much education? (yes)
6. Do you look for modern things? (no)
7. Do you work with people mostly? (no)
8. Do you dig in the ground? (yes)
9. Do you study ancient cities? (yes)
10. Do you learn about ancient people? (yes)

CAREER AWARENESS

Theme: Application Form

Grade Level 4
Curriculum Area Social Studies
Life Role Vocational

Purpose:
1. Filling out a form is a skill. An application form exercises students skills in reading, interpreting, and following directions.
2. It also gives students a chance to analyze their own job ideas.

Objectives:
1. Through discussion the students will differentiate between full-time, part-time and evenings-only work.
2. Given an Application Form and pencil, each student will complete the form.

Materials: Application Form and pencil

Procedure: Through discussion in learning about jobs and how to apply for them, students must be aware of what is required of them. They should know the difference between full-time, part-time, and evenings-only work. Some students have part-time or evenings-only jobs such as: paper routes, babysitting, mowing lawns or dog walking. When introducing an Application Form, be sure to explain that an application requires a signature instead of just your printed name. It is important that a signature always appears the same way for identification purposes. It would be good to discuss why an employer needs an Application Form from the employee.

APPLICATION FORM

Name: ______________________ Age: __________

Home Address: ______________________

Kind of work you want: ______________________

Full time ☐ Part-time ☐ Evening Only ☐

What salary per week do you want? ______________________

School ______________________

List hobbies and school activites: ______________________

____

Other jobs you have held: ______________________

____

What experience have you had that might help you in the job you have chosen?

____

Do you enjoy working with other people? ______________________

Do you enjoy working alone? ______________________

Would you like to work in an office? __________ or out of doors? __________

Why do you want this job? ______________________

____

Signature ______________________

CAREER AWARENESS

Theme: Who Helps?

Grade Level 4
Curriculum Area Social Studies
Life Role Vocational

Purpose: To discover the many people involved in a real life situation.

Objective:
1. After hearing a story of an accident and given paper and pencil, each student will list as many workers as possible that would be involved.
2. Divided in groups, students will combine and add to the lists.

Materials: Paper and pencil

Procedure: The teacher will tell a short incident:
There is a head-on collision in front of the school. One person is critically injured. Gasoline is pouring from one car.
1. Each child will write down all the workers who can be involved as a result of the accident.
2. Divide into groups and make a combined list.
3. The group with the longest list wins.

PCE K-10
June/73

CAREER AWARENESS

Theme: Worker Chain

Grade Level 4
Curriculum Area Social Studies
Life Role Vocational

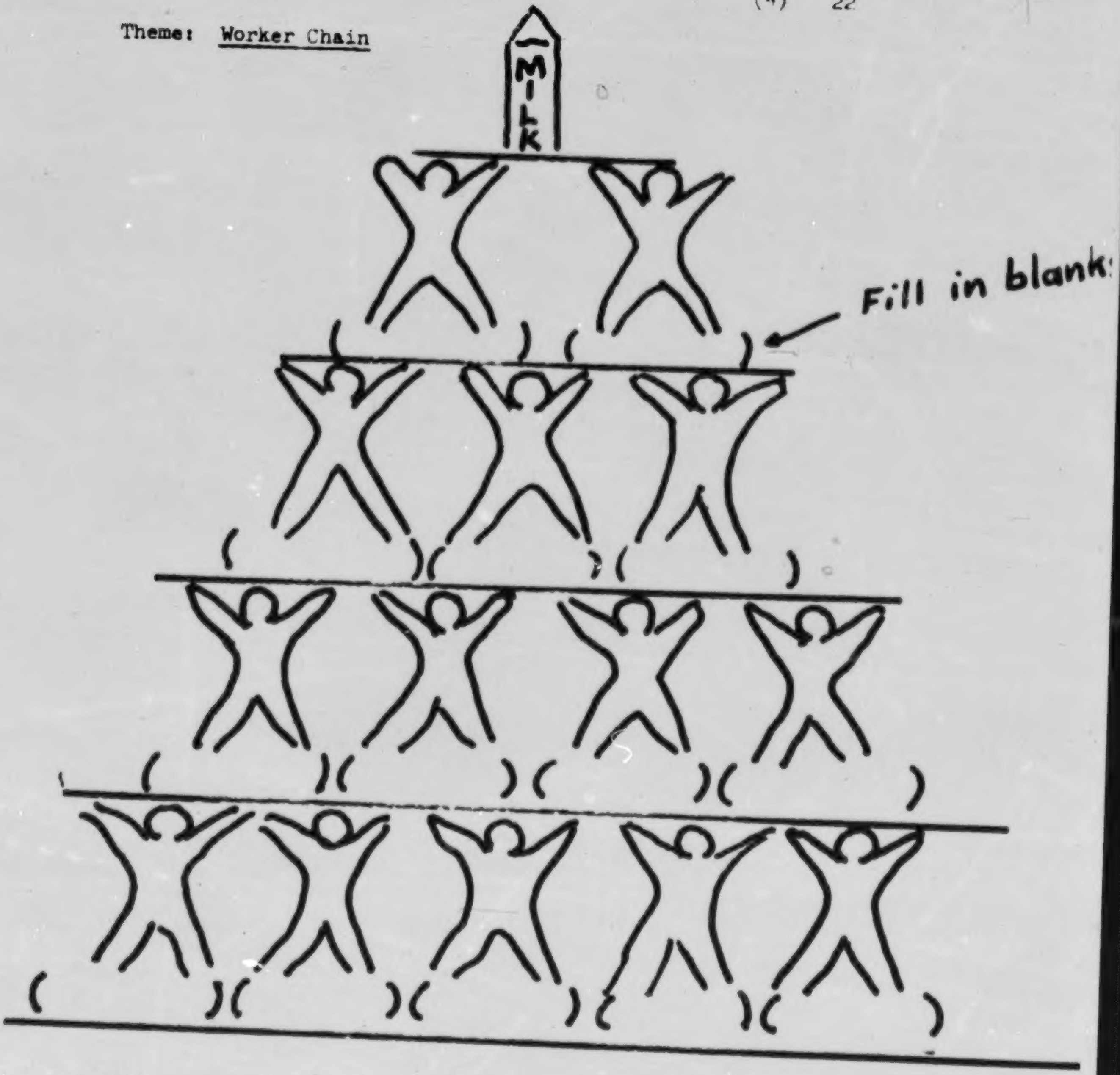
Purpose: To demonstrate that many people are involved in making a product, and that a working sequence exists in this production.

Objectives:
1. Given a product, each group of children will identify and list workers needed to produce the product.
2. After writing the name of a worker on a card, the members of that group will demonstrate the correct worker sequence for their product.
3. Class members will decide on the accuracy of each group.

Materials: 3 x 5 cards, pencils, products such as a shoe, milk carton, wool gloves, piece of paper, cotton handkerchief, etc. Optional: see People Pyramid, bulletin board section, Career Education Idea Book.

Procedure:
1. Divide the class into groups of 5.
2. Give each group one product.
3. Each group will decide and list all the workers needed to produce their product. (Example: Shoes - salesman - shoe warehouseman - shoe factory worker - tannery worker - slaughter-house worker - stockyard worker - rancher.)
4. Each member of group will choose a worker they wish to represent and will write the name of the worker on a 3 x 5 card and pin it on.
5. Then the group will decide how to arrange themselves in correct sequence to form a worker chain.
6. When all groups are ready, groups will be called to the front of the room and arrange themselves in a worker chain. The rest of the class will judge their accuracy.

Theme: Worker Chain



Filling Machine operator
Grocery clerk
Truck (Factory Workers)
Milk truck driver
Farmer (Feed)
Box Boy
Pasteurizer

Truck Loader
Bacteria Tester
Paper Carton (Factory Workers)
Fertilizer (Factory Worker)
Dairyman (Care of Cows)
Electric Milker (Factory Workers)
Truck Mechanic

Taken from Career Education: An Idea Book

Theme: **Worker Chain**

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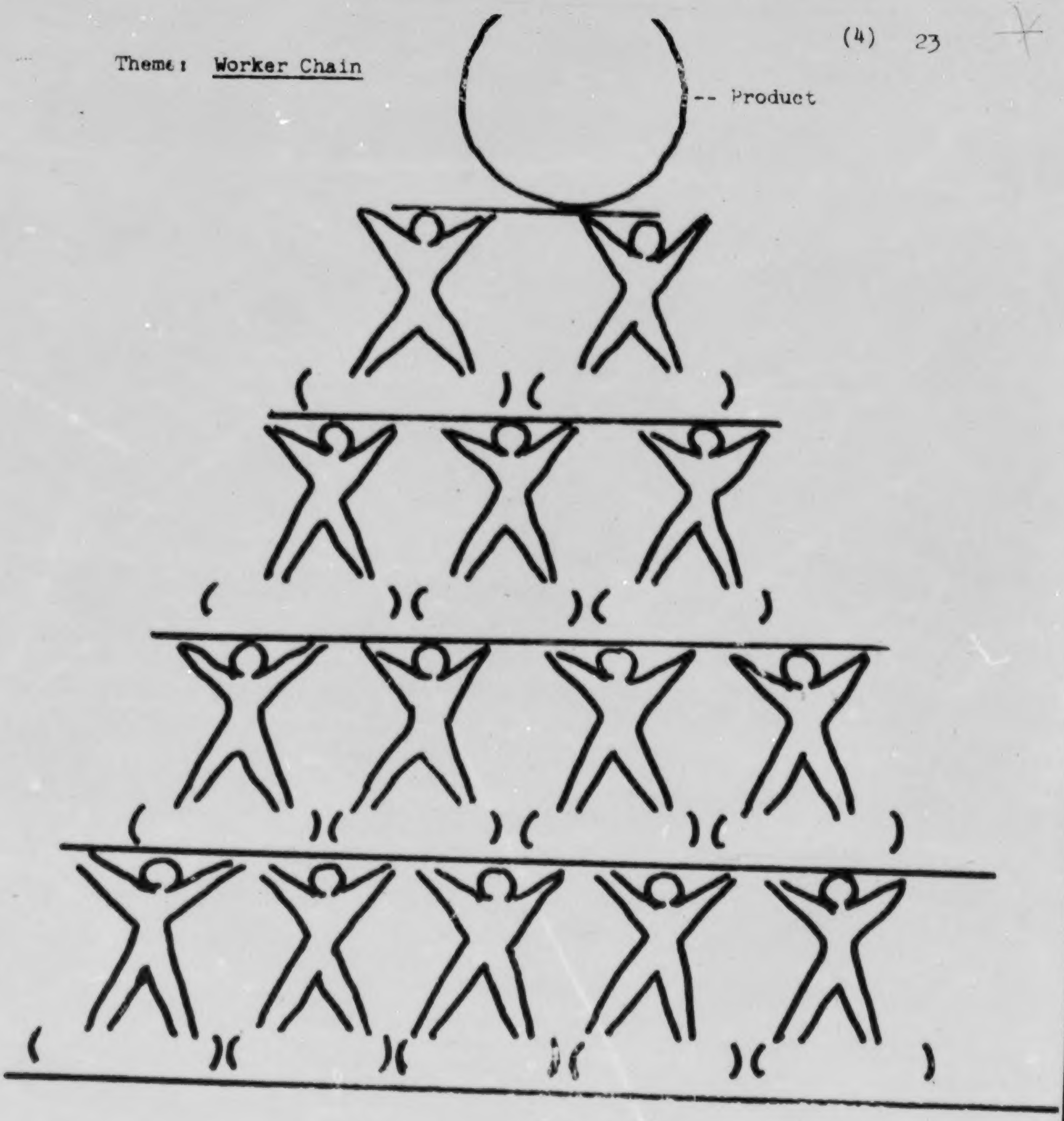

PCE K-10
June/73

4

LANGUAGE ARTS

CAREER AWARENESS

Theme: Resources

Grade Level 4
Curriculum Area Social Studies
Life Role Citizen
Family

Purpose: An investigation of a child's resources.

Objective: 1. After discussion the class will be able to define the term resources and differentiate human resources.
2. Given paper and pencil each child will make a personal resource chart.

Materials: paper and pencil, dictionary,
Harcourt, Social Science Concept and Values, p. 113

Procedure: 1. Discuss the following types of questions. Have children use a dictionary or glossary when necessary.

_____What are resources?
_____What are human resources?
_____Are you a human resource? Why?
_____Are all people human resources?
_____What skills do you have?
_____Can you cook, draw, sew, mow, etc.?
_____What skills do your friends or the members of your family have that could help you?
_____What tools do you have? (i.e. bicycle, wagon, needle and thread.)
_____What tools do the people have who could help you?

2. Divide a piece of paper into three columns to make a chart. Write down what you "know how to do", then write the names of "people I know" who could be helpful, and last write down "things I have" that could help produce a service or goods.

Example:

MY RESOURCES

Know how to do	People I know	Things I have

CAREER AWARENESS

Theme: Career Tag Game

Grade Level 4
Curriculum Area Language
Life Role Vocational

Purpose:
1. To familiarize students with occupational terminology.
2. To acquaint students with a wide range of occupations.

Objective: Given a tag with an occupation written on it, each child will role-play one occupation.

Materials: Box of tags

Procedure: To familiarize students with occupational terminology, have them role-play certain occupations. Fill a box with tags. Each tag has an occupation on it. A student picks out a tag. He/she acts out the role. Other class members guess what jobs are being acted out. The student who guesses the occupation correctly has the next turn to role-play.

Follow-Up:
1. Plan visits to on-the-job workers.
2. Invite visitors to class to tell about jobs.

CAREER AWARENESS

Theme: Pictorial Character Analysis

Grade Level 4
Curriculum Area Language
Life Role Vocational

Purpose: To develop discussion about judging people from appearance only. Appearance does not tell us the important aspects of success.

Objectives:
1. Students observe and identify the possible occupations of persons pictured.
2. Students will identify and compare differences of opinion in judging people by appearance.

Materials: Pictures of people in different occupations.

Procedure:
1. The teacher or students make a collection of pictures of people in known occupations but are seen out of uniform.
2. The students study the pictures by passing them around the room.
3. The students then attempt to determine the occupation of the person based on his appearance. There should be no wrong answers.
4. The occupations are revealed.
5. A discussion of the limitations of appearance in judging a person.

Follow-up:

1. Students learn a variety of occupations.
2. The students learn not to judge people by appearance alone.
3. The need for facts as a basis for opinion will be developed.

Idea: Margaret Lorenzen

PCE K-10
June/73

CAREER AWARENESS

Theme: The One Left Behind

Grade Level 4
Curriculum Area Language
Life Role Citizen
Other Self-Awareness

Purpose:
1. To explore the realm of loneliness.
2. To develop a feeling of understanding in the students about being alone...so that better relationships can grow, to bring in the person who is alone.

Objective: Given a pencil and paper, the child will describe a feeling of loneliness in writing. Through discussion the children will differentiate between loneliness and being alone.

Materials: Penmanship paper and pencil

Procedure:
1. Ask the children to write about a lonely experience. If the children can't think of an experience some possible topics could be:
   a) What it would be like to be the only person on a deserted island.
   b) What it would be like to have no friends.
   c) What it would be like to be a bird left behind as the rest of the flock flew south for the winter.
2. Discuss the differences between loneliness and being alone.

Suggested Activites:
1. Share the book, Crow Boy by Taro Yashimo. Discuss what occurs in the story, and how when it is discovered that he is a person and had a contribution to the group as an individual, he was accepted.
2. The poem "Lost" by Carl Sandburg is also good for portraying the feeling of being alone.

* The sensitivity of the group should be heightened toward what it is like to be the one that is alone or left out.

CAREER AWARENESS

Theme: The Sup-ER Game

Grade Level 4
Curriculum Area Language
Life Role Vocational

Purpose: To develop children's ability to identify several different jobs ending in "er".

Objectives:
1. Students will be able to list on the board ______ occupations that end in ER.
2. Given a ditto each child will match the riddle with the correct job.
3. Students will write two "er" riddles of their own.

Materials: Riddle ditto, paper, pencil

Procedure:
1. Ask students to be job detectives. Through discussion list all ER ending jobs they can think of on the board.
2. Give each child a riddle ditto to find the job that matches the riddle. Each job in the list ends in ER.
3. Students will write two ER riddles of their own.

THE SUP-ER GAME RIDDLE DITTO

1. What ER fixes sinks and pipes?	(teacher)
2. What ER writes about news in a newspaper?	(grocer)
3. What ER makes rolls and bread?	(lawyer)
4. What ER works in a school?	(baker)
5. What ER argues in a courtroom?	(plumber)
6. What ER makes up stories and books?	(waiter)
7. What ER serves food in a restaurant?	(reporter)
8. What ER works in a supermarket?	(writer)

CAREER AWARENESS

Theme: Autobiography I

Grade Level 4
Curriculum Area Language Arts
Life Role Family
Citizen
Leisure
Other Self-Awareness

Purpose:
1. To get the individual to look more closely at himself.
2. To give the teacher a better idea of what each student is like....his interests, friends, and what is important to him.

Objectives: Given an interest inventory sheet each member of the group will identify his interests and his place as a family member.

Materials: Interest Inventory (2 included...your choice)
Pencil

Procedure: Give each child an Interest Inventory Ditto to complete. Ask the children to take their time to really think about what they are saying.

INTEREST INVENTORY

NAME ______________________ DATE ______________________

FILL IN THE BLANKS WITH YOUR BEST WRITING.

NAME ______________________

DATE ______________________

ADDRESS ______________________

AGE ______________ BIRTHDAY ______________

WHEN YOU GROW UP, WHAT DO YOU WANT TO BE? ______________________

DO YOU HAVE ANY PETS? __________ WHAT? ______________________

HOW DO YOU HELP AT HOME? ______________________

WHAT ARE YOUR JOBS AT HOME? ______________________

____

DO YOU GET AN ALLOWANCE? __________ HOW MUCH? ______________

DO YOU TAKE LESSONS OF ANY KIND? ______________ WHAT? ______________

WHAT KIND OF LESSONS WOULD YOU LIKE TO TAKE? ______________________

WHAT ARE YOUR TWO FAVORITE SUBJECTS IN SCHOOL? ______________________

WHICH SUBJECTS DO YOU LIKE LEAST? ______________________

WHO IS YOUR BEST FRIEND? ______________________

WHAT DO YOU DO FOR FUN? ______________________

IF YOU COULD GO ON A TRIP ANYWHERE, WHERE WOULD YOU LIKE TO GO? ______________

WHY? ______________________

IF YOU COULD MAKE WISHES, WHAT WOULD YOU WISH

FOR YOUR PARENTS? ______________________

FOR YOUR FAMILY? ______________________

FOR YOURSELF? ______________________

WHAT THINGS DO YOU WISH WE COULD DO THIS YEAR IN SCHOOL? ______________

WHAT ARE YOUR FAVORITE GAMES? ______________________

WHAT ARE YOUR FAVORITE TV PROGRAMS? ______________________

WHICH 2 PEOPLE IN OUR ROOM DO YOU LIKE BEST?____

____

HAVE YOU EVER TAKEN ANY TRIPS WITH YOUR FAMILY?________________WHERE DID YOU GO?

____

WHAT DID YOU SEE?____

(4) 33

INTEREST INVENTORY

DATE__________________ NAME______________________________________

WHAT DO YOU LIKE TO DO WHEN YOU HAVE SPARE TIME?__________________________

WHAT DO YOU USUALLY DO AFTER SCHOOL?__________________________________

IN THE EVENING?____

ON SUNDAY?____

DO YOU HAVE A PET?______________ WHY OR WHY NOT?____________________

DO YOU LET OTHER CHILDREN USE YOUR THINGS?__________________________

WHAT WOULD YOU LIKE TO HAVE MOST?__________________________________

HOW OFTEN DO YOU GO TO THE MOVIES?__________________________________

HAVE YOU BEEN TO A FARM?__________ CIRCUS?_________ ZOO?_________ OMSI?_______

ART MUSEUM?_______ AMUSEMENT PARK?__________ CONCERT?________ LOCAL OPERA?______

PICNIC?________ BALL GAME?__________ SUMMER CAMP?________ SUMMER SCHOOL?______

Y.M.C.A.?________ HAVE YOU TAKEN A TRIP BY BOAT?_______ TRAIN?______ BUS?_______

CAR?________ AIRPLANE?__________ WHERE DID YOU GO?______________________

WHAT DO YOU WANT TO BE WHEN YOU GROW UP?_____________________________

WHAT DO YOUR PARENTS WANT YOU TO BE?________________________________

WHAT PERSON(IN REAL LIFE OR IN HISTORY) DO YOU WANT TO BE LIKE?______________

____

HOW LONG DO YOU LISTEN TO RADIO AND TELEVISION EACH DAY?____________________

DO YOU LIKE SCHOOL?__________ WHAT DO YOU LIKE BEST ABOUT SCHOOL?__________

WHAT DO YOU DISLIKE ABOUT SCHOOL?__________________________________

DO YOU LIKE TO READ?_________ DO YOU LIKE SOMEONE TO READ TO YOU?____________

HOW MUCH TIME DO YOU SPEND READING BOOKS EACH DAY?_______________________

DO YOUR PARENTS TELL YOU TO READ?__________ DO YOUR PARENTS READ MUCH?________

DO YOU HAVE A LIBRARY CARD?________ HOW OFTEN DO YOU GET LIBRARY BOOKS?________

HOW MANY BOOKS DO YOU OWN?__________ARE THERE ANY BOOKS YOU WOULD LIKE TO OWN?__________IF SO, NAME SOME____________________

ABOUT HOW MANY BOOKS ARE IN YOUR HOME?____________________

WHAT KIND OF BOOKS DO YOU LIKE BEST?____________________

WHICH PARTS OF THE NEWSPAPER DO YOU READ?____________________

WHICH PART FIRST?____________________

WHICH PART DO YOU LIKE BEST?____________________

WHICH MAGAZINES DO YOU LIKE BEST?____________________

THE THREE WISHES: I WISH I WERE____________________

I WISH I HAD____________________

I WISH I COULD____________________

ONE THING I WONDER ABOUT IS____________________

CAREER AWARENESS

Theme: Autobiography II

Grade Level	4
Curriculum Area	Language Arts
Life Role	Family Citizen Leisure
Other	Self-Awareness

Purpose:

1. To get the individual to look more closely at himself.
2. To give the teacher a better idea of what each student is like....his interests, friends, and what is important to him.

Objectives: Given paper and pencil each student will write an autobiography.

Materials:

Paper
pencil

Procedure: Discuss what kind of information would be included in an autobiography. Write autobiography, illustrate and develop into a class book. "Our Room"

Idea:
The autobiographies usually prove to be interesting if they are written as a series of episodes in the life of the child rather than a running tale. Work out a plan with the class to include information such as:

My earliest memory
My best (or first) friend
My first trip
My new dress
I was so embarrassed
I was all mixed up
My happiest day
When I was sick
The pet I love
My favorite toy

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4

HEALTH AND SCIENCE

CAREER AWARENESS

Theme: Community Health Problems

Grade Level 4
Curriculum Area Health
Life Role Citizen
Vocational

Purpose: To learn about the people involved in keeping Portland a safe and healthful place to live.

Objectives:
1. Through discussion students will list the agencies involved in helping keep Portland a safe and healthful place to live.
2. Given a pencil and paper students will list at least two requirements of the community agencies.

Materials: Health and Growth, Scott Foresman, Bk. 4, Unit 8

Procedure: Discuss what community agencies are involved in helping keep Portland a safe and healthful place to live; some of the agencies are: Portland's Water Supply, Sewage Disposal and Health Department. Talk about the people that are involved. What they do... what they need to know..........etc.

Follow-up:
1. Invite a representative of the Health Department to speak to the class.
2. Have the students write to the community agencies requesting information to aid them in their studies.
3. Field Trip (listed in People in Products and Services) Tryon Creek Sewage Treatment Plant.

CAREER AWARENESS

Theme: Growing Up As a Family Member

Grade Level 4
Curriculum Area Science
Health
Life Role Citizen
Family

Purpose: To learn that growing up as a family member involves feelings, emotions, decision making, fairness and aspects of togetherness.

Objectives: Students will be able to:

1. Perform questioning strategies to create new data about their traits, responsibilities, etc. as a family member.
2. Listen, analyze, and then respond to created questions about the family.
3. Conceive that each child in the family be treated according to his special needs and according to his age.

Materials: Health and Growth, Scott Foresman, Book 4 p.42

Procedure: Read and discuss the role of family members from the textbook. The student will identify ways they can grow in being a good family member, in learning how to handle troublesome feelings, in showing kindliness to others, and in being willing to appreciate the differences in other people. Review with children the things they can do to help to be a good family member. Talk about:

1. What are some advantages of learning to get along with brothers and sisters?
2. Does quarreling mean brothers and sisters do not like each other?
3. What is one thing to do that sometimes helps prevent a quarrel?
4. When can a quarrel at times be helpful? (When angry feelings are brought into the open -- so that one person can come to see another's viewpoint or at least see why the other person feels as he does.)

Many other aspects of being a good family member could be discussed.

Theme: Growing Up As a Family Member (continued)

Follow-up:

1. Inquiry game developed by John Davies, Specialist, Career Awareness, State Board of Education. Follow form as detailed in the handout. Have the cards titled to relate with feelings and emotions.
2. Films:

   "The Daisy"
   "The Rock in the Road"
   "The Clown"
   "The Merry-Go-Round Horse"
   "Am I Dependable?"
   "On Herbert Street"
   "Decision Making (Kit)"
   "Developing Responsibility"
   "Duet"

* When you stop to think about it, fairness requires that each child in the family be treated according to his special needs and according to his age.

Grade Level 1-6
Number of students
Whole Class

INQUIRY

Concept: The process of the Inquiry Approach produces, processes and applies data

Objectives: Students will be able to:

-Use the inquiry process as one technique for obtaining data about occupations.

-Exhibit a change in skills of communication by improving their data collection and application.

-Perform questioning strategies to create new data about occupations; their traits, responsibilities and tools.

-List the types of questions that will give them large concepts contrasted with those that will give them specific facts.

-Listen, analyze and then respond to created questions.

Statement:

This activity can be adapted to any grade level. The process of the activity is the major focus and should be carried out, at least, three times a week. As students become more skillful, try colors, concepts, words that define concepts, tools, behaviors, feelings, etc.

Materials: 1 felt pen
35 3 x 5 cards

Activity

Day 1

20 min. Explain the rules of the simulation.

Rules: You may ask questions

You may only ask 3 questions per person

If a person has identified their card then you take it off of their back and put it on front of them

Questions can be answered with only yes or no

Place cards on backs on every one in the room and then allow them to ask their questions. If anyone identifies their occupation they are to continue to answer questions for the others.

15 min. After 20-30 minutes stop the activity and have them place their cards on the front and have them group themselves according to similar services performed. Have each group define why they have grouped themselves in particular group.

10 min. Discuss the large concept of how and why we group things such as occupations, services, people, society, etc.

5 min. Finalize lesson by answering questions the students may have on how to ask questions to get data for new questions. Prepare them for the session the next day.

Day 2-3-4-5

60 min. Continue to use various occupations until students have developed some sort of sophistication in questioning strategy.

Be sure to use the same strategy as in Day One.

Have the students develop and hand in their jobs they have found, that are different, for the next days cards.

Day 6

60 min. Implement the student cards. Use the same strategy as in Day One.

Day 7

Initiate new concepts and dimensions of the game. Try behaviors or people traits.

Comment:

Sometimes we should treat the program and not the child. The child is a product of the program. This approach should be used in a non-authoritarian manner. Structuring students natural questioning strategy too much creates un-natural communication. Children should have the opportunity to develop freely with personal guidance from the teacher. There should be no condition to right or wrong but should be considered a fact of human fraility.

Developed by
John Davies
Specialist, Career Awareness
State Board of Education

CAREER AWARENESS

Theme: Wonders of the Human Body

Grade Level 4
Curriculum Area Health
Life Role Family
Vocational

Purpose: To become acquainted with the way the body protects itself.

Objective: Given a diagram of the organs responsible for storing and getting rid of food, the student will be able to label all parts. This includes:
1. liver
2. kidneys
3. urinary bladder
4. large intestine

Materials: Textbook : Health and Growth, Scott Foresman Book 4
pencil
Diagram of the above organs
The Question and Answer Book About the Human Body (Random)
By Ann McGovern

Procedure:
1. Read and discuss the unit on the "Wonders of the Human Body", page 8 in the texbook.
2. Give each child paper to draw and label the organs on p. 11 in the textbook.

Suggested Activities:
1. Make a transparency of the diagram on page 11 to be used with an overhead projector.
2. The class might make a booklet called "My Wonderful Body and How It Works."
3. See Activity in Idea Book #11 Health Fun
   #10 Health Habits for a Week
4. Visit a museum or OMSI (transparent lady exhibit)
5. Invite a doctor or school nurse to the class as part of the project.

CAREER AWARENESS

Theme: Pinning Down Values

Grade Level 4
Curriculum Area Health
Life Role Family

Purpose: To identify where children are in their thinking about health.

Objectives: Given the checklist for children and a pencil, students will complete the questionnaire and indicate value judgements.

Materials: "Checklist for Children"
pencil

Procedure:

1. Explain mechanics of completing checklist. Children will complete checklist.
2. Items will be discussed after the papers are handed in. Ideas and opinions should be accepted and the teacher should not make value judgements.

Follow-up:
This can pinpoint areas which need to be developed in health activities during the year.

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Theme: Pinning Down Values

CHECKLIST FOR CHILDREN

I believe everyone should:	Very Important	Important	Fairly Important	Not Importan
1. Eat three meals a day				
2. Have teeth checked by a dentist twice a year				
3. Have breakfast every morning				
4. Be happy all the time				
5. Like himself				
6. Enjoy simple pleasures like food and nature				
7. Never snack between meals				
8. Accept disappointments				
9. Show love to others				
10. Trust his friends				
11. Feel responsible for other people				
12. Be able to laugh at himself				
13. Be glad if he is the largest person in the room				
14. Face problems and try to solve them				
15. Respect differences in others				

CAREER AWARENESS

Theme: Work At Home

Grade Level 4
Curriculum Area Health
Life Role Family
Vocational

Purpose:
1. Explore jobs the students do at home, as a family member and
2. Stress the importance of these jobs.

Objectives: Given the Work At Home Worksheet and pencil, students will be able to
1. list all the jobs and chores they do at home
2. list one or two jobs done outside the home that compare and are similar to jobs students do at home,
3. list three reasons why he likes/dislikes specific home jobs.

Materials: Work At Home Worksheet survey
# M-411 form Career Education Program
Volume I K-6 by Charles Ryan or following survey

Procedure: Each student will complete the survey and the class will discuss, compare and contrast each item.

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June/'73

WORK AT HOME WORKSHEET

1. List the jobs and chores you do at home.

2. List jobs outside the home that are similar to your jobs and require the same skills.

3. What do you like about these jobs?

4. What do you dislike about these jobs?

5. What other jobs would you rather do at home?

CAREER AWARENESS

Theme: The Four Food Groups I

Grade Level 4
Curriculum Area Health
Life Role Family
Vocational

Purpose: To help the students identify the 4 food groups.

Objectives: Given paper and pencil, students will be able to list four foods from each of the four food groups.

Materials: Chalk, blackboard, paper, pencil
(For reference: Health and Growth food group chart p.60

Procedure: Teacher will list the four food groups on the board
(1) bread and cerals
(2) fruits and vegetables
(3) milk foods
(4) meat and eggs.
Ask children to relate their favorite foods. Help them to decide which category each food would be written under. Erase. Give each child a paper and pencil and have them list four foods from each group.

Follow-up:
Call Multnomah County Health for referemme for a dietician to come visit the class.

Films:
"Food from Grains"
Filmstrips:
"Food for Life"
"You and Your Food"

CAREER AWARENESS

Theme: The Four Food Groups II

Grade Level 4
Curriculum Area Health
Life Role Family
Vocational

Purpose: To help students identify the four food groups.

Objectives: Each student will be able to select at least 5 food pictures from magazines of each of the four food groups to make a collage.

Materials:
- old magazines
- scissors
- glue
- 4 large sheets of tagboard each

Procedure: Cut food pictures from magazines, arrange them in an attractive manner on the tagboard and glue them on.

Follow-up:
Collages could be made depicting good breakfasts, lunches, and dinners.

CAREER AWARENESS

Theme: The Four Food Groups III

Grade Level	4
Curriculum Area	Health
Life Role	Family Vocational

Purpose: To help students realize the importance of food preparation.

Objectives:
1. Through discussion student will be able to identify who plans and cooks the meals in his house
2. Given a pencil and paper the student will be able to list two reasons why this job is important
3. Student will be able to list two workers outside the home with similar jobs. (Example: Any food service workers: baker, waitress, etc.)

Materials: paper
pencil

Procedure:
1. Students will discuss who plans and cooks meals in homes.
2. Students will list two reasons why this job is important.
3. Students will name two workers with a similar meal planning or food preparation role outside the home.

CAREER AWARENESS

Theme: Common Articles: Source and Use I

Grade Level 4
Curriculum Area Science
Life Role Family
Occupation

Purpose: To help students classify and differentiate among common articles.

Objectives: Students will be able to classify and differentiate among common items, according to materials. Children will select nature of categories.

Materials:

Assorted items from home
3 x 5 cards
felt pens
masking tape

Films:
"Cloth: Fiber to Fabric"
"Industrial Worker"
"Highway Builders"
"Factory: How a Product Is Made"
"Clothes We Wear"

Procedure:

1. Have each student bring in one or two items (anything)
2. Put all items on a large table
3. Put students name on each item with masking tape
4. Through discussion, have students classify according to materials such as plastic, wood, rock, etc.
5. Make a label for each classification chosen
6. Classify item with proper label.

More films:

"How is Clothing Made? The Story of Mass Production"
"An American Sawmill"
"Cheese and Cheesemaking"
"Cities and Manufacturing: Where We Make Things."
"Make Mine Ice Cream"

CAREER AWARENESS

Theme: Common Articles: Source and Use II

Grade Level 4
Curriculum Area Science
Life Role Family
Vocational

Purpose: To help students classify and differentiate among common items.

Objectives: Students will be able to classify and differentiate common items according to usage.

Materials: Same as Activity I

Procedure:

1. Have students remove "materials" labels used in Activity I.
2. Through discussion, have them think of new classifications according to uses. (ex. bobby pins or combs would be labeled "grooming items").
3. Make a label for each classification.
4. Re-classify the items with the proper label.

CAREER AWARENESS

Theme: Common Articles: Source and Use III

Grade Level 4
Curriculum Area Science
Life Role Vocational
Family

Purpose: To help students classify and differentiate among common items and ascertain which jobs would be associated with each item.

Objectives:
1. Students will list at least one job for each item.
2. Students will compare tasks associated with item through discussion.

Materials: paper and pencil

Procedure:
1. Have students look over the items in Activity II.
2. Give them a paper and pencil and have them list at least one job for each of the items.
   (ex. bobby pin - beautician)
3. Through discussion, identify and compare jobs associated with items.

Optional:

Culture Borrowing Unit
Holt Data-Bank p. 118 Teacher's ed.

4

MATHEMATICS

CAREER AWARENESS

Theme: Cost to Consumer

Grade Level	4
Curriculum Area	Math
Life Role	Family

Purpose: To realize the cost of everyday clothing.

Objective: The child will list his clothing and hypothesize, estimate, and total the cost of his clothing.

Materials:
Paper
pencil
Mail Order Catalog

Procedure:
Each child will hypothesize the value of what he is wearing.
List each item and estimate the cost.
Beside the estimate, write a price taken from the mail order catalog.
Total the amount and compare it with the hypothesized and estimated cost.

Follow-up:
Project this to cover the number in the family and relate it to a hypothetical family income.

CAREER AWARENESS

Theme: Cookies...Comparison Costs of home produced vs. commercial

Grade Level 4
Curriculum Area Social Studies
Math
Life Role Vocational

Purpose: To enable the child to make cost comparisons of home produced vs. commercially produced items, and to realize that these comparisons are important to everyday living.

Objectives: Students will be able to:

1. read a recipe
2. organize a shopping trip
3. translate the recipe into actions to be prepared
4. compare costs of both final products
5. compare quality of both final products and
6. given a paper and pencil, each will be able to list 2 advantages and 2 disadvantages of each of the final products.

Materials: School walking permit (field trip)
Cookbook
Recipe ingredients *(will vary according to recipe chosen)
Kitchen utensils needed (bowl, measuring cups, etc.)

Procedure: Assign one student to bring a cookbook. As a class, choose a cookie recipe. Compile list of ingredients. Walk to a store and buy packaged cookies, the same as in the recipe. At the store, buy ingredients to make the cookies. Make cookies. Compare cost by figuring out approximate costs of all ingredients vs. cost of buying pre-packaged cookies. Which costs more, pre-packed or home produced? What are the advantages of each?

Make arrangements in advance with cafeteria or home economics room, done by child.

Follow-up:
1. List jobs mother performs.
   List jobs performed by bakery.
2. Trip to Grandma's Cookies to observe mass production.

4

GENERAL

CAREER AWARENESS

Theme: A Place to Work: Making A Study Carrel

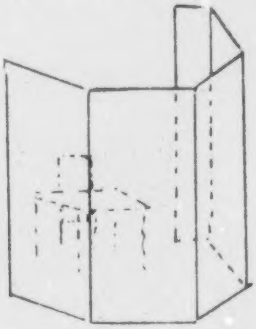
Grade Level 4
Curriculum Area Art
Social Studies
Life Role Vocational

Purpose: To make an "office" for a person to work in individually.

Objectives: The students
1. will make a study carrel (office), and
2. identify differing work conditions.

Materials: refrigerator carton (as many as you need)
tempera paint
paint brushes

Procedure:
1. Give each child a paint brush and have them paint designs on the refrigerator carton (laid out on the floor) as on a mural.
2. Set the carton up.
3. Put a desk and chair inside.



4. Discuss offices.
    - a. Who works in an office?
    - b. Why do people work in or need an office?

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CAREER AWARENESS

Theme: A Contract

Grade Level 4
Curriculum Area All
Life Role Citizen

Purpose: To assist both student and teacher in behavior modification.

Objectives:
1. Given a Contract and a pencil, student and teacher will complete the Contract.
2. At designated time, teacher and student will review Contract.

Materials:
Contract
pencil

Procedure:
1. During a conference between student and teacher, both will negotiate Contract together and agree on action to be taken to solve a problem.
2. At the time designated by the Contract, it will be reviewed and re-negotiated if necessary.

Theme: A Contract

CONTRACT

Pupil's name ______________________ Date ________

Date to review Contract ______________________ Time ________

Behavior to work on:

____

____

____

____

____

AGREEMENT:

Pupil agrees to ______________________________________

____

____

Teacher agrees to ____________________________________

____

____

Good school citizenship is an important goal in school. It requires self-control and responsibility.

We, the undersigned do hereby agree and promise each other to keep our agreement as stated above.

Pupil ______________________

Teacher ______________________

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June/73

CAREER AWARENESS

Theme: Fun Under the Sun Bulletin Board

Grade Level 4
Curriculum Area All
Life Role Leisure

Purpose: To explore each child's favorite leisure time activity.

Objectives: Given a "sun" cut out of construction paper and crayons each child will illustrate his favorite leisure time activity.

Materials:
crayons
8½ x 11 yellow construction paper (one for each child)
scissors
felt pen
large sheet of yellow butcher paper

Procedure:
1. Teacher will put up bulletin board (illustration A)
2. Teacher will make individuals "suns" out of 8½ x 11 construction paper (illustration B)
3. Class will discuss various leisure time activities.
4. Give each student his own "sun" to illustrate his favorite leisure time activity.
5. Put individual "suns" around the larger "sun".

FUN UNDER THE SUN

Bulletin
Board

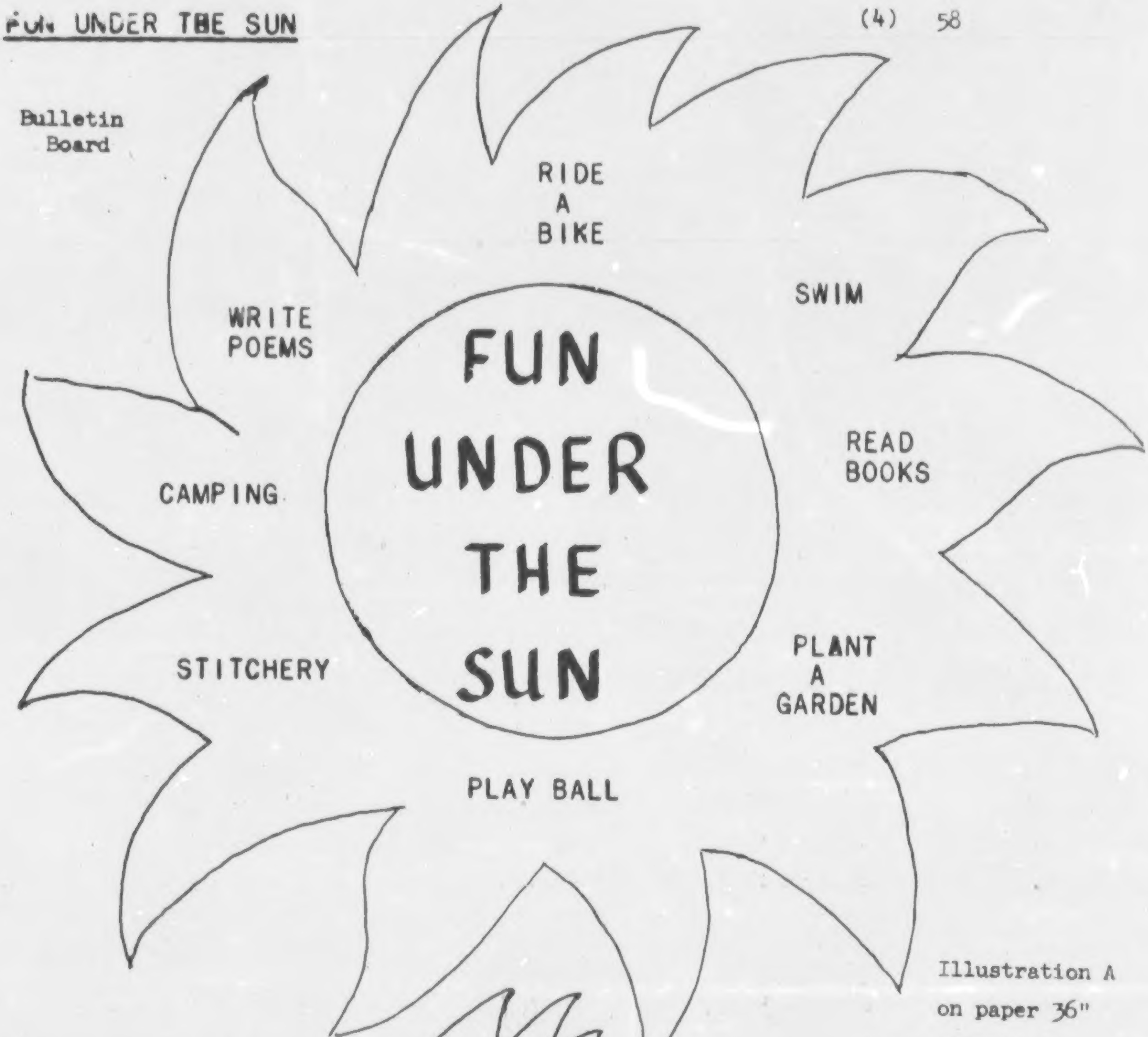
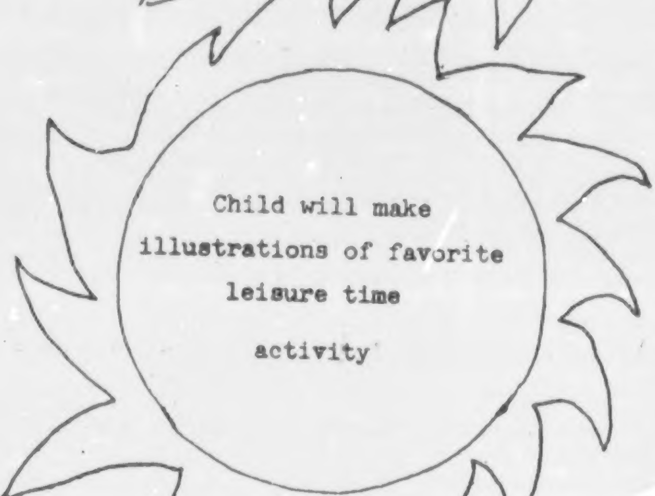

RIDE
A
BIKE
SWIM
READ
BOOKS
PLANT
A
GARDEN
PLAY BALL
STITCHERY
CAMPING
WRITE
POEMS
FUN
UNDER
THE
SUN

Illustration A
on paper 36"
square


Child will make
illustrations of favorite
leisure time
activity

Individual suns
will be placed
around large
central sun

Illustration B
$8\frac{1}{2}$" x 11"
Individual suns

CAREER AWARENESS

Theme: Leisure Time

Grade Level 4
Curriculum Area All
Life Role Leisure

Purpose: To introduce students to a number of leisure time activities.

Objectives: Given a Leisure Time Interview form and a pencil, each child will conduct one interview.

Materials: Leisure Time Interview Form (included)
pencils

Procedure:

1. Give each child at least one interview form (included)
2. Explain that each child must have the form filled out by either parents, a neighbor, a relative or an adult friend. (They can do more than one).
3. Each form includes
   a) finding out what the interviewee does in his leisure time,
   b) does he/she have a hobby or talent?
   c) would he/she share it at school with the children by demonstration?

LEISURE TIME

1. What do you like to do in your leisure time?

1st____________________ 2nd____________________

3rd____________________

2. Please check any of the following activities you do:

(1) rock hound__________
(2) stitchery__________
(3) painting__________
(4) ceramics__________
(5) sing__________
(6) play an instrument__________
(7) make puppets__________
(8) write poetry__________
(9) cake decorating__________
(10) leather craft__________
(11) fly tieing__________
(12) drawing, sketching__________
(13) photography__________
(14) other (please specify)____________________

3. Would you come to school and demonstrate your talent?__________
Would you be willing to teach a class?__________ several classes__________
a small group?__________

When would it be convenient?____________________

Career

Awareness

Grade 5

Karen Kazen
Harold Munsey
Bob Turner

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SOCIAL STUDIES

CAREER AWARENESS

Theme: Bartering for Goods and Services I & II

Grade Level 5
Curriculum Area Social Studies
Life Role Vocational

Purpose: To experience bartering by trading for goods and services.

Objectives:

1. Through the trading of usable goods and services without using money 75% of class members will successfully experience the concept of bartering.
2. The children will decide on useful items they want then trade from their own possessions, items, and/or services of like value.
3. The children will role play the activity of bartering with other class members.

Materials: Items of value (homemade craft project or previously purchased)
No junk

Procedure:

1. Discuss necessity for bartering in Colonial America.
2. Identify kinds of items in room that could be traded.
3. Identify kinds of services that would have value in trade.
4. Role play for goods using room items. Plan for items to be brought the next period for trading.
5. Each child bringing items to trade will display them on their desks.
6. Allow one period for the trade fair.
7. Students will share with the class what they were able to do within the time limits.
8. Evaluate the bartering system as to advantages and disadvantages of trading for needed goods and services.

CAREER AWARENESS

Theme: Craftmanship

Grade Level	5
Curriculum Area	Social Studies
Life Role	Vocational Leisure

Purpose: To demonstrate to children that items made in colonial times were hand constructed.

Objectives:

1. Through observation each child should be able to identify and list at least two tools used then that are still used today.
2. To develop concept of Supply and Demand, Mass Production, and demonstrate pride in workmanship of the finished product.

Materials: Films, "The Cooper's Craft", "Gunsmith of Williamsburg", "Basketmaker in Colonial Virginia" or "The Silversmith, the Hammerman".
Order films. Only one film is necessary for this lesson. All are excellent films. All films are 40 minutes each.

Procedure:

1. Through discussion the class should become aware that some hand tools change and others do not. Change takes place when there is a need. Bring out the idea of "Supply and Demand". Discuss what "Mass Production" means.
2. See film. Have class keep a record of tools used and how they were used. What skills were needed? What tools are used today?
3. Teacher should preview film first if possible.
4. Use with new Social Studies Adoptions.

CAREER AWARENESS

Theme: Dependence of Industry on Raw Materials, Workers and a Market

Grade Level 5
Curriculum Area Social Studies
Life Role Vocational

Purpose: Each child will become aware through discussion that an industry is dependent on workers, raw materials, and a market.

Objectives: Each child will listen and generalize and understanding of Raw Materials, Workers, and Market and see how they are related.

Materials: None

Procedure: Why do various industries locate in a given area?
Raw materials
people (workers)
Market

1. Define raw materials and discuss difference between finished product. Explain that a finished product can be converted into still another finished product. Example--Iron ore to sheet steel--Sheet steel to parts for a car and then to the finished automobile. There are many examples of this.
2. What things create a market for goods? Discuss with class.
   Discuss supply and demand. Discuss how a scarcity of goods forces the price to increase.
3. Discuss with class why workers are necessary in the production of a product. Discuss how one person who is employed then creates jobs for others. (It has been stated that one job creates seven other jobs.) The converse of this also applies.
4. These discussions should be continued over a period of time.
5. Use discussions in conjunction with new Social Studies Adoption.

CAREER AWARENESS

Theme: Inter-Relationships of Occupations in a Neighborhood I

Grade Level 5
Curriculum Area Social Studies
Science
Life Role Vocational

Purpose: To identify various job roles and how each is necessary in a block in the school neighborhood.

Objectives: Children placed in teams of two will identify and plot on a map objects observed in a block of the school neighborhood (i.e., Telephone poles, houses, cars).

Materials: Dittoed outline of area walked with boundaries labeled.
Something sturdy to write on
Pencils

Procedure:

1. Discuss with class the purpose of walk.
2. Divide class into teams of two. Each couple will make note of what they see by plotting and identifying on dittoed map.
3. When return to class, each team may revise or discuss what they have seen and plotted.
4. To be followed by Activity II

CAREER AWARENESS

Theme: Inter-Relationship of Occupations in a Neighborhood II

Grade Level 5
Curriculum Area Social Studies
Science
Life Role Vocational

Purpose: To identify various job roles and how each is necessary in a block in the school neighborhood.

Objectives: Given pencil and paper or flow chart
1. Each child will construct a simple flow chart.
2. Through the use of a flow chart, each child will be able to identify at least four inter-related job roles to produce a product.

Materials:
Dittoed map of trip
Paper for flow charts (optional)
Butcher paper or tagboard for flow charts (optional)

Procedure:
1. Through the use of teacher led classroom discussion, list on the board things students saw on their trip.
2. Take one item and develop job roles involved in production of it -- flow chart example -- : House - logger, sawmill worker - carpenter, plumber, etc. (see Pages 5-6 or page 10 for instructions on constructing a flow chart.)
3. Have each team of two choose one item from the board and make a flow chart. This can then be recopied and placed on a bulletin board. Class constructed flow chart should also be copied and put on board.
4. Teacher can ditto form for flow chart. Also work can be done as whole class instead of groups or as homework.

HOW TO MAKE A FLOW CHART

A flow chart is a diagram which enables the child to have a picture of a theme in its entirety. It involves choosing a topic and breaking it into its various parts. This is done by choosing an area of study, then listing the major categories, and progressively breaking them into sub-divisions.

An approach to making a flow chart is to brainstorm, to list the ideas in appropriate sequence, and finally to revise them into a useable framework.

An example entitled "Seed Through Sawmill" is provided.

From: Career Education Begins With Awareness, PPS Area I

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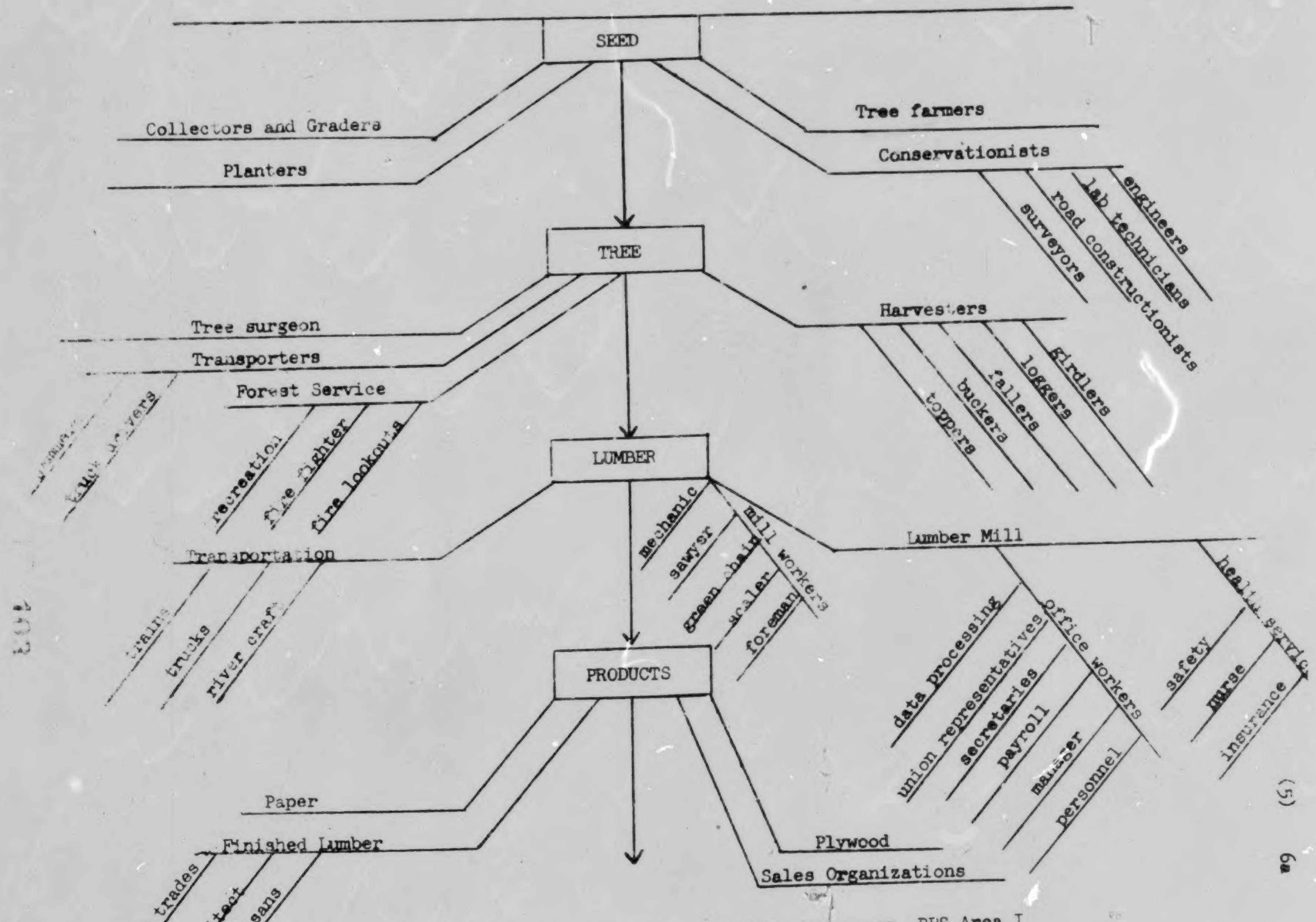
From: Career Education Begins With Awareness, PPS Area I

SEED THROUGH SAWMILL


SEED
Collectors and Graders
Planters
Tree farmers
Conservationists
surveyors
road constructionists
lab technicians
engineers
TREE
Tree surgeon
Transporters
truck drivers
Forest Service
recreation
fire fighter
fire lookouts
Harvesters
toppers
buckers
fallers
loggers
girdlers
LUMBER
Transportation
trains
trucks
river craft
mechanic
sawyer
green chain
scaler
foreman
mill workers
Lumber Mill
data processing
union representatives
secretaries
payroll
manager
personnel
office workers
safety
nurse
insurance
health servic
PRODUCTS
Paper
Finished Lumber
lding trades
architect
artisans
Plywood
Sales Organizations

From: Career Education Begins With Awareness, PPS Area I

CAREER AWARENESS

Theme: Regional Industries and Services in the United States

Grade Level 5
Curriculum Area Social Studies
Life Role Vocational

Purpose: The child will learn to recognize that jobs and occupations go hand in hand with industries or products of a state.

Objectives: Given a worksheet, the child will be able to list three occupations that relate to a product or industry for each state being studies.

Materials: Ditto list of the states being studied in a region. Column for products or industry and space for child to list occupations that pertain or relate to the second column. (See attached list) Capital column is optional.

Procedure: 1. Hand out ditto sheets: discuss and allow children to proceed on their own.

a. Make a scrapbook using pictures of products and industries and the occupations that go with them.
b. Make bulletin board display using a region of the U.S. and indicate the products, industries, and occupations or each state. Use colored yarn, paper, etc. to connect.

The following material is from The Teachers Guide for Project Devise: Third Revision; 1971

Vocational Geography and Job Openings
pp. 61-71

STATE	CAPITAL	PRODUCT or INDUSTRY	List a couple of occupations applicable to each state's industry.
OKLAHOMA	OKLAHOMA CITY	petroleum, cattle, cotton, wheat, corn	
OREGON	SALEM	orchards, lumber fish flour, berries	
PENNSYLVANIA	HARRISBURG	coal, steel, textiles, electric machinery, shipbuilding	
RHODE ISLAND	PROVIDENCE	silk and cotton goods, garden crops, tools, silverware, machinery	
SOUTH CAROLINA	COLUMBIA	tobacco, corn, hogs cotton goods, peanuts	
SOUTH DAKOTA	PIERRE	gold, corn, wheat, pigs, meat packing	
TENNESSEE	NASHVILLE	livestock, tobacco, zinc, marble, cotton, chemicals, aluminum	
TEXAS	AUSTIN	sheep, cattle, sorghum, petroleum, cotton	
UTAH	SALT LAKE CITY	copper, lead, coal uranium, garden crops	
VERMONT	MONTPELIER	maple sugar, paper, marble, slate, dairies, woolen mills	
VIRGINIA	RICHMOND	peanuts, tobacco, coal, shipbuilding, poultry, chemicals	
WASHINGTON	OLYMPIA	wheat, apples, fish, lumber, dairies, salmon canning	
WEST VIRGINIA	CHARLESTON	coal, [illegible], glass, lumber, chemicals	

STATE	CAPITAL	PRODUCT or INDUSTRY	List a couple of occupations applicable to each state's industry
WISCONSIN	MADISON	paper, machinery, dairy products, breweries	
WYOMING	CHEYENNE	sheep, sugar beets, wheat, petroleum, cattle, coal	
HAWAII	HONOLULU	sugar, pineapples, cattle, fishing, coffee	
MAINE	AUGUSTA	potatoes, fishing paper, textiles, shipbuilding	
MARYLAND	ANNAPOLIS	steel, tobacco, clothing, fishing, fruits & vegetables	
MASSACHUSETTS	BOSTON	fish, shoes, dairies, cotton goods, machinery	
MICHIGAN	LANSING	automobiles, cereal, lumber, furniture, fruit	
MINNESOTA	ST. PAUL	corn, flour, oats, dairies, iron	
MISSISSIPPI	JACKSON	cotton, lumber, oil, garden crops, fish	
MISSOURI	JEFFERSON CITY	lead, meat, shoes, soybeans, cotton	
MONTANA	HELENA	lead, copper, oil, poultry, wheat	
NEBRASKA	LINCOLN	wheat, meat packing, cattle, [illegible], corn	
NEVADA	CARSON CITY	copper, [illegible], gold, sheep, [illegible] crops	

STATE	CAPITAL	PRODUCT or INDUSTRY	List a couple of occupations applicable to each state's industry
NEW HAMPSHIRE	CONCORD	dairies, granite, textiles, lumber, hay	
NEW JERSEY	TRENTON	silk goods, chemicals, poultry, gasoline, vegetables	
NEW MEXICO	SANTA FE	wheat, copper, cotton, sheep, cattle	
NEW YORK	ALBANY	clothing, books, dairy products, manufacturing	
NORTH CAROLINA	RALEIGH	tobacco, peanuts, lumber, cotton goods, textile mills	
NORTH DAKOTA	BISMARCK	wheat, dairy products, livestock, rye	
OHIO	COLUMBUS	rubber goods, clay products, dairy products, machinery	
ALASKA	JUNEAU	fish, mining, timber	
ARIZONA	PHOENIX	gold, silver, copper, garden crops, cotton, citrus fruits	
ARKANSAS	LITTLE ROCK	cattle, cotton, rice, petroleum, lumber	
CALIFORNIA	SACRAMENTO	citrus fruits, fish, cotton, lumber, ship [illegible]	
COLORADO	DENVER	garden crops, gold, silver, sugar beets, orchards	
CONNECTICUT	HARTFORD	brass articles, clocks, [illegible] ship and airplane building	

STATE	CAPITAL	PRODUCT or INDUSTRY	list a couple of occupations applicable to each state's industry
DELAWARE	DOVER	apples, tomatoes, poultry, dynamite, chemial products	
FLORIDA	TALLAHASSEE	oranges, tobacco, lumber, garden crops, canning	
GEORGIA	ATLANTA	peaches, marble, cotton goods, peanuts, lumber	
IDAHO	BOISE	apples, potatoes, wheat, sheep, dairies, minerals, lumber	
ILLINOIS	SPRINGFIELD	corn, steel, meat, soybeans, printing	
INDIANA	INDIANAPOLIS	steel, autombiles, limestone, farming, hogs	
IOWA	DES MOINES	corn, hay, dairy products hogs, popcorn, breakfast cereal	
KANSAS	TOPEKA	wheat, salt, flour mills petrolium, livestock	
KENTUCKY	FRANKFORT	hay, tobacco, corn, coal, horse breeding	
LOUISIANA	BATON ROUGE	rice, cotton, minerals, lumber, sugar cane, chemicals	

CAREER AWARENESS

Theme: Supply and Demand - Simulation Game

Grade Level 5
Curriculum Area Social Studies
Life Role Citizen
Vocational

Purpose: To develop the idea of supply and demand and relation to price.

Objectives:
1. The class as a unit will discover and define the concept of supply and demand and observe the relationship to price.
2. At least 10% of class will demonstrate bartering between students.

Materials:
1. good supply of beans (or any easily available medium) each child to receive equal number of beans.
2. items to be auctioned in various quantities, but total amount should be at least 5 times size of class. (i.e. tongue depressors, magazines, crayons, clay, sponges, candy, cookies. Teacher can decide which best for him. May want to use items student can keep.)
3. Tally sheet or blackboard.

Procedure:
1. set up rules for the auction (raise hand, shout out, stand--whatever class decides).
2. Teacher may either keep a personal tally or use blackboard. To be used as reference for discussion.

i.e.

ITEM	QUANTITY	# SOLD	COST
KLEENEX	10	7	I BEAN

3. Game should take 20-30 min. depending on interest, ability, etc.
4. Teacher announces item to be auctioned and tells quantity. Children decide if they want to "buy" and decide cost.
5. As children run out of beans, may "buy" new items with those they have. (Can also barter among selves--but shouldn't be mentioned, it should be an outgrowth)
6. As game progresses, teacher can "discover" more of an item previously auctioned as a limited item. Should also auction something few if any children would want.

CAREER AWARENESS

Theme: Supply and Demand - Simulation Game (cont.)

7. After game, discuss as class what was noted - might take each item and discuss (use tally sheet).
8. In conclusion, class should be able to state that supply and demand highly related and can, if not definitely, affect price.
9. As a continuing activity, the newspaper ads and want ads can be used over a period of days and weeks to see direct application of law. Can relate to natural resources, labor problems, etc.

Correlate with: Harcourt Brace, Social Studies Text: Unit 4 "A People's Choice" p. 167-201; immigration p. 294

Holt Social Studies Text: Indian Trading Unit 2 Day 10; reasons for world exploration Unit 3 Days 6, 9; U.S. Development Unit 5 Days 4-7; Days 10-14: Westward Movement Unit 7; Industrial Revolution Unit 9; People in Cities, Unit 10.

CAREER AWARENESS

Theme: Tools

Grade Level 5
Curriculum Area Social Studies
Life Role Vocational

Purpose: To make each child aware of the tools that are used in industry, home and elsewhere.

Objective: Each child will successfully demonstrate his knowledge of one tool by name.

Materials: 3 x 5 cards
Marking pen
Pictures of tools (Use Wards or Sears catalogs)

Procedure: Before a game is played, teacher will have contaructed a series of 3 x 5 cards with tool names printed on them. Pictures of tools may be used instead of names. Teacher will need to discuss types of tools before game is played. Put cards on backs of children. Children do not know what card they have on their backs. Children are to discover what tool they are by the use of questioning others in room. They are to ask only three questions from any one child. Set a time limit of 15 to 20 minutes.

5

HEALTH

CAREER AWARENESS

Theme: Functional Design

Grade Level 5
Curriculum Area Health, Science, Art
Life Role Vocational, Leisure

Purpose: To correlate design of a tool, and specially tooth design, to use or function.

Objectives:

1. Each child will design a tool for a specific task using modeling clay.
2. Through discussions and tool models, the class will formulate the idea that a tool's design is directly related to its use or function.
3. The class will generalize through discussion that the above premise also applies to teeth and/or bone design and function.

Materials:

modeling clay
paper for labels
table with labels of four functions
large model of teeth (optional) check AV catalog or Dairy Council
Scratch paper (optional)

Procedure:

1. Provide a table to display the tools according to function with labels:
   a. cutting tool
   b. tearing tool
   c. crushing tool
   d. grinding tool
2. Divide the class into teams of four. Each team is to design four tools to cut, tear, crush, grind. The team should discuss design, then each person in the team make a tool. Each child should be able to substantiate his design. (They may wish to draw first.)
3. When each child is ready, give out modeling clay.
4. As each child finishes, he should put his tool on the table in the right group. A card with team names should be included with the tool.

Theme: Functional Design (cont.)

Follow-Up Activities:

1. The tool designs should be discussed and children should express reasons for design. Could have class vote as to which tool has the best design for its use or function.
2. Correlate to teeth unit--Health and Growth, p. 157-161. Compare clay tools with teeth design and use. Could use model of teeth.
3. Can also correlate to bone unit--Health and Growth, p. 98

CAREER AWARENESS

Theme: Health Habits

Grade Level	5
Curriculum Area	Health
Life Role	Family, Citizen
Other	Personal

Purpose:	To make a child more aware of his health habits.
Objectives:	As a class, the students will construct and fill out a work sheet keeping an accurate record of health habits for one week.
Materials:	Pencil and paper

Procedure:

1. Given the four areas, the class will list on the chalkboard the desirable habits for each.
2. A chart will be made like the following for each child.
3. Five minutes each day will be set aside in class to fill out the chart.
4. Each child will indicate on chart areas of strengths and weaknesses using "+" and "-".

Theme: Health Habits (cont.)

HEALTH HABITS

Personal Cleanliness	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
1.							
2.							
3.							
Personal Appearance							
1.							
2.							
3.							
Proper Rest and Exercise							
1.							
2.							
3.							
Proper Diet							
1.							
2.							
3.							

5

SCIENCE

CAREER AWARENESS

Theme: Tools and Their Uses

Grade Level 5
Curriculum Area Science/Art
Life Role Vocational

Purpose: To realize that a tool will perform specific tasks. To make an arrangement of related tools in a design.

Objectives:

1. Each child will be able to define the word "tool" and relate how the tool's design correlates to the job it does.
2. Each child will observe that many tools are used to perform a task in a particular work area and be able to identify these different tools by name.
3. Through a cut and paste activity, each child will arrange into a design an assortment of tools for a particular task.

Materials:

Chalkboard
Construction paper, crayons
Scissors, paste
Examples of assorted tools

Procedure:

1. Define "tool" through class discussion.
2. Show sampling of tools for different unrelated tasks and name (tri-square, spatula, comb).
3. Teacher chooses a task. Identify and list on chalkboard all tools needed to complete the task (i.e. make a cake)
4. "Discovering Composition in Art" film (16 min.)..Discuss
5. Each child will choose a task, list tools, and make large drawings of tools to cut and paste into an interesting design.

5

LANGUAGE ARTS

CAREER AWARENESS

Theme: Charade a Job

Grade Level 5
Curriculum Area Language Arts
Life Role Vocational

Purpose: To experience communication through gestures and identify job-roles.

Objective:

1. Each child will categorize his job role.
2. Each child will display through charades his understanding of a job role and attempt to communicate this idea.
3. Each child will operate and read a stop watch (optional)

Materials:

paper slips with job title (enough for class load)
stop watch (optional)

Procedure:

1. Each child could put a job title on a slip and turn it in. (i.e. fireman, secretary, doctor, phone operator) An alternative would be for the teacher to prepare slips or a group of students.
2. Review division of occupations - data, people, things.
3. Establish rules for game. a) No talking by performer, b) performer must indicate what category his occupation belongs in (see #2). Decide a signal for each category then he gestures the occupation, c) divide into two teams, d) give instructions on use of stop watch. Each member should be given a chance to use it. Times can be recorded on the board. e) Teacher gives slip to a team member and he acts out occupation. When finished, the other team has a turn.
4. Reference: New Directions in English 5 p. 98

This activity would fit in well with the unit on communication.

CAREER AWARENESS

Theme: Classroom Responsibilities

Grade Level 5
Curriculum Area Language Arts
Life Role Vocational

Purpose: To gain experience in making applications for desired jobs within a classroom and school.

Objectives:

1. Through using a printed application form, various class members will experience writing out a job application form in applying for responsibilities within the classroom and school.
2. Each child will practice following directions in answering questions from a printed application form.

Materials: Dittoed application form

Procedure:

1. Discuss and list on clalkboard the different jobs
2. Make job descriptions for each task chosen
3. Discuss purpose for job application forms. Show an actual application from a company. Note questions asked.
4. Make up an appropriate form to use in the classroom. (see sample)
5. Children desiring jobs will make an application using specified form. Jobs should be held to a definite time limit.
   A further development may be to have a board of directors, elected by class members, appoint applicants to the jobs. Pay for good work in the form of special privilege time activities could build incentive for good performance in jobs.
   A transparency of application form may be useful to help children understand and use.

Theme: Classroom Responsibilities (cont.)

Application form for room/school jobs

Please Print Date____________________

Name____________________________________ Birth Date______________
Last First Initial Month Day Year

Address________________________________ Phone______________
Street City State zip

____________________________________ Height________ Weight______
Social Security Number

School________________________________ Room No.______________

What type of job are you applying for?______________________________
Have you had previous experience in this kind of work?______________
What special skills do you feel are needed to do this job?__________
____
What special groups do you belong to or are involved in?____________
____

Check Work Experience:

____Babysitting
____Paper route
____Lawn mowing
____Painting
____Library assistant
____Filing
____
____
____

Skills

____Legible handwriting
____Spells needed words
____Basic math
____
____

Habits Attitudes

____Cooperates with others
____Prompt
____Good attendance
____Cares for materials
____Good effort in work
____Courteous
____Neat appearance
____Cleanliness
____Gets along with others

Character references 1.______________________________

2.______________________________

Signature____

CAREER AWARENESS

Theme: Fanciful Handles

Grade Level 5
Curriculum Area Language Arts
Life Role Vocational
Leisure

Purpose: To familiarize children with technical names for hobbyist or job role.

Objectives:

1. Using a dictionary or any available source, each child will match a technical name with the common term with 50% accuracy.
2. Matching the names, the child will be exposed to the technical names for hobbyists or job roles.
3. Each child will have practice in using a resource book.

Materials:

ditteed paper & pencil
dictionary (resource books)

Procedure:

1. Good activity as follow-up for dictionary skills.
2. Directions are on ditto
3. Could use some or all of the words as a spelling lesson.
4. Key:

1 l
2 k
3 h
4 p
5 r
6 q

7 d
8 c
9 a
10 m
11 o
12 e

13 g
14 b
15 n
16 i
17 j
18 f

Theme: Fanicful Handles (cont.)

Directions: Match the "fancy handle" with the common name.

_____ 1. entomologist

_____ 2. lapidary

_____ 3. veterinarian

_____ 4. meteorologist

_____ 5. chef

_____ 6. glazier

_____ 7. equestrian

_____ 8. Horticulturist

_____ 9. stenographer

_____10. philatelist

_____11. beautician

_____12. ophtholomologist

_____13. pharmacist

_____14. boatswain

_____15. astronomer

_____16. gourmet

_____17. graphologist

_____18. poulterer

a. secretary

b. warrant officer on a ship

c. garden grower

d. horse rider

e. eye doctor

f. chicken farmer

g. druggist

h. animal doctor

i. food lover

j. handwriting expert

k. stone or gem cutter

l. studies insects

m. stamp collect

n. star gazer

o. hair dresser

p. weatherman

q. glass cutter

r. cook

CAREER AWARENESS

Theme: Family Occupations I

Grade Level 5
Curriculum Area Language Arts
General
Life Role Vocational

Purpose: Make teacher, students in classroom aware of the various job roles that family members (in the home) have.

Objectives: Using discussion, the class will construct a simple questionnaire to be used in a home interview.

Materials: All materials will be found in any classroom.

Procedure:

1. If family members are unemployed, then student may choose to report on neighbor, relative, etc. (Don't forget that "Home making" is a career.)
2. Using classroom discussion, class and teacher will develop a simple questionnaire to be used. Teacher will need to lead class in proper direction.

   Example: Job Title____________ What do you do?______
   Training necessary____________________
   Tools needed____________ Are uniforms needed?
   Length of time needed for training__________
   Do you learn skills on the job or in school?
   ____

3. Teacher is to make enough dittos for use in Activity II and at home. Also, some students may want to interview more than one person in a home.
4. Follow with Activity II.

Theme: Family Occupations (continued)

INTERVIEWING PARENTS

In answer to questions regarding parental occupations, children usually answer that father works downtown, in an office, a factory, a mill, and so on. But not many children are able to describe the nature of the work in which their parents engage. Each child may ask his parents to describe to him the nature of their work. As each child reports on his parents' occupations in class, the other children ask questions and begin to explore ways in which the occupations contribute to the welfare of the people in the community.

From: Career Education Begins With Awareness PPS Area I

CAREER AWARENESS

Theme: Family Occupations II

Grade Level 5
Curriculum Area Language Arts
Life Role Vocational

Purpose: To enable the student to conduct an interview with family members.

Objectives: Through role-playing
1. Each child will acquire skills in using a questionnaire
2. Each child will conduct an interview or be interviewed

Materials:
1. Questionnaire (ditto from previous lesson)
2. Pencil

Procedure:
1. 2 students before the class play the role of child and family member. Share feelings about how one felt in his particular role.
2. Each child has an opportunity to be an interviewer and to be interviewed.
3. Homework assignment is to conduct an interview with member(s) of family at home. (Allow sufficient time for all students to complete task.)

Refernces: Elementary Career Education Starts With Awareness, Area I, p. 108--Role Playing, p. 109, Interviewing Parent. (See following page)
Role Playing for Social Values by Fannie Shaftel
Easy in English p. 66-68

Theme: Family Occupations II (cont.)

INTERVIEWING PARENTS

In answer to questions regarding parental occupations, children usually answer that father works downtown, in an office, a factory, a mill, and so on. But not many children are able to describe the nature of their work. As each child reports on his parents' occupations in class, the other children ask questions and begin to explore ways in which occupations contribute to the welfare of the people in the community.

ROLE PLAYING

Role playing is useful to reinforce knowledge children have already gained about a particular career. Two or three children may act out the part of job applicants while another child pretends to be the employer. Some other situations could be: an employer confronts a worker who is repeatedly late; an office worker asks for a raise; an employer confronts a careless worker; a waitress confronts an irate customer; a sales man tries to convince a customer to buy his product; solve an argument which has ensued between two employees using the same tool. The climate of the class should provide room for mistakes as role playing usually causes laughter. This merriment should be laughing together instead of laughing at the performance.

From: Career Education Begins With Awareness, PPS Area I

CAREER AWARENESS

Theme: Family Occupations III

Grade Level 5
Curriculum Area Language Arts
Life Role Vocational

Purpose: To allow children to identify that there is a real difference in types of jobs roles that people have.

Objectives: Given a strip of paper each child will be able to classify and post his parent's job role into one of the three areas--They are "Data--People--Things" (See following page.)

Materials: Large bulletin board covered with plain paper. Divide board into three areas. Data, People, Things. Teacher has strips of paper 2" x 14". Questionnaire from previous Activity II.

Procedure:

1. Discuss with class the difference between the classifications.
2. Students then print parents job title on strips of paper.
3. As they finish, they then go to bulletin board and pin up their parents' job title in one of the three areas.
4. A general discussion is held concerning this activity and corrections are made. Allow each child to explain his decision as to why they choose a certain area.

Theme: Family Occupations III (cont.)

OCCUPATIONAL CLASSIFICATIONS*

Occupations may be arranged according to their interrelationships: jobc that deal primarily with data, jobs that deal primarily with people and jobs that deal primarily with things.

DATA
Jobs primarily concerned with words, numerals, or information that can be recorded.

Examples: accountants, bookkeepers, computer operaters, secretaries.

PEOPLE
Jobs primarily concermed with the interaction of people.

Examples: teachers, doctors, policemen, nurses.

THINGS
Jobs primarily concerned with building, operating equipment, or working with things.

Examples: farmers, truck drivers, longshoremen, factory workers.

*U.S Department of Labor, Dictionary of Occupational Titles, U.S. Government Printing Office

From: Career Education Begins With Awareness, PPS Area I

CAREER AWARENESS

Theme: Family Occupations IV

Grade Level 5
Curriculum Area Art
Life Role Vocational

Purpose: To visually illustrate job roles of family members of students represented in the classroom.

Objective: Each child will illustrate through a picture the job role of at least one family member.

Material:
paper (12 x 18--optional with teacher)
crayons and colored pencils

Procedure:
1. Make a picture of family member at job role.
2. Use job identification title strip from previous lesson as a caption. (See activities II and III)

CAREER AWARENESS

Theme: Job Role and Needed Tools

Grade Level 5
Curriculum Area Language Arts
Life Role Vocational

Purpose: To give practice in using adjectives, nouns and verbs in a story to go together for a particular job role.

Objectives: Given a dittoed story with key parts of speech missing, each child will be able to fill in the missing adjectives, nouns, and verbs with appropriate words that relate to a particular job role with 75% accuracy.

Materials: pencil, dittoes story (see atteched sample)

Procedure:

1. Review through discussion class study of adjectives, nouns and verbs.
2. Review through discussion job roles and needed tools.
3. Pass out dittoed story.
4. Plan a sharing period for reading stories to each other.
5. Time may be available to do more than one variation of the dittoed story.

Theme: Job Roles and Needed Tools (cont.)

The__________ (adjective) __________ (noun) __________ (verb)

into the house to fix the__________ (noun). The__________ (noun)

is a __________ (noun) by trade. The__________ (noun) __________ (verb)

in __________ (adjective) condition.

The first tools used were__________ (adjective) __________ (noun), the a__________ (noun)

__________ (noun) __________, __________ (noun) and __________ (noun).

Finally when everything was__________ (verb), the__________ (noun)

put the tools away and__________ (verb) to the __________ (noun).

CAREER AWARENESS

Theme: Job Role Requirements

Grade Level 5
Curriculum Area Language Arts
Life Role Vocational

Purpose: Each child will learn the requirements and responsibilities of a worker.

Objectives: Each child will demonstrate a knowledge of the skills and requirements in one job or occupation through research, interviewing, letterwriting and reporting.

Materials: 3 x 5 cards with job titles on them

Procedure:

1. Teacher prepares a number of cards (3 x 5) with job titles on them (See attached Career Cluster and Associated Occupations list.)
2. Student is to identify the job into Data, People, Things.
3. Then each child will attempt to learn the requirements necessary for this job or occupation. Student will do research, interviewing, letterwriting, etc.
4. Students will report back to classmates.

Theme: **Job Role Requirements** (cont.)

Career Cluster	Associated Occupations
a.____Agriculture	a. Farmer or rancher, produce grower, greenhouse or nursery, orchardist, machinery dealer or mechanic, tree surgeon, equipment sales, landscape.
b.____Marketing	b. Real estate, insurance, store manager, advertising, route driver, merchandise manager, buyer, sales clerk.
c.____Health Occupations	c. Dental assistant, nurse, medical assistant, ambulance attendant, orderly, medical lab assistant, nurse's aide, physical therapist.
d.____Food Services	d. Cook, baker, waiter-waitress, bus boy-girl, pastryman-sandwich man, salad chef, dietican.
e.____Bookkeeping/ Accounting	e. Accountant, bookkeeper, payroll clerk, key punch or bookkeeping machine operator, posting clerk.
f.____Clerical	f. Typist, general office, bank teller, library assistant, receptionist, duplicating machine operator.
g.____Secretarial/ Stenographic	g. Secretary, transcribing machine operator, stenographer, legal secretary, medical secretary.
h.____Mechanical	h. Auto-body repair, auto-mechanic, air conditioning mechanic, applicance repair, farm and logging equipment mechanic, marina mechanic, diesel mechanic, hydraulic equipment mechanic, aircraft and engine mechanic, service station attendent, millwright, vending machine mechanic.
i.____Construction	i. Carpenter, bricklayer, painter, plasterer, plumber, roofer, electircian, cabinet maker, ironworker, pipe-fitter, grader operator, drywall applicator.

Theme: Job Role Requirements (cont.)

Career Cluster	Associated Occupations
j._____Electricity/ Electronics	j. Lineman, motor repair, radio repair, electronic technician, electrician, television service repair.
k._____Metals	k. Welder, machinist, patternmaker, metal fabricators, blacksmith, lathe operator, sheet metal worker.
l._____Drafting	l. Mechanical draftsman, architectural draftsman, landscape draftsman, detailer, civil and structural draftsman, commercial.
m._____Social Service	m. Barber, beautician, fireman, police, recreation aide, educational aide, legal aide, safety inspectors, government.
n._____Forest Products	n. Logging occupations, sawmill occupations, pulp and paper mill occupations, log truck driver, forester, scalers, and graders.
o._____Graphic Arts	o. Photographer, photoengraver, offset press operator, typographical layout and design.

CAREER AWARENESS

Theme: Job Titles

Grade Level 5
Curriculum Area Spelling
Life Role Vocational

Purpose: To make children aware of various job titles.

Objectives:
1. Each child will be able to classify jobs into the categories of Data, People and Things.
2. Each child will be able to demonstrate his knowledge of the correct spelling of these titles on his individual list with 80% accuracy.
3. Each child will become better able to define various job titles.

Materials: Chalk board, mimeograph list of "Career Cluster and Associated Occupation".

Procedure:
1. On chalk board, list DATA PEOPLE THINGS
2. Through the use of discussion and Career Cluster lists, children will classify various job titles into their proper catagory. (See 1 above)
3. Children then divide on the number of words (titles) that will be their spelling list for that week. Teacher adapt lesson to their spelling procedure.
4. It is recommended that this be done on Friday so word list will be ready for Monday of following week.

CAREER AWARENESS

Theme: Paraphernalia

Grade Level 5
Curriculum Area Reading
Art
Life Role Vocational

Purpose: To identify necessary items of particular job role.

Objectives:

1. Each child will be able to define paraphernalia.
2. Using the job role of cowboy, each child will identify at least five necessary items used as paraphernalia of the cowboys job role by drawing and labeling.
3. Given a job role each child will list with 85% accuracy the necessary tools used in the job role.

Materials:

Drawing paper
Crayons
Sounds of a Young Hunter

Procedure: This activity could involve two or more lessons.

1. Read story "The Cowboy's Paraphernalia" in Sounds of a Young Hunter.
2. Discussion of cowboy's paraphernalia-group list.
3. Draw and label cowboy's paraphernalia.
4. Choose another job role and list paraphernalia (nurse-uniform, watch, thermometer, etc.)
5. Choosing another job role children will repeat the activity as per the cowboy.

5

MATHEMATICS

CAREER AWARENESS

Theme: Check Writing

Grade Level	5
Curriculum Area	Math Language Arts
Life Role	General

Purpose: To give children the experience of writing a check correctly.

Objectives:
1. Students will develop an understanding of the uses for checks.
2. Students will correctly demonstrate their ability to keep a record of monies spent.
3. Students discover the necessity for neatness in check writing and writing amounts of money in words.
4. To provide students with the opportunity to use addition and subtraction.

Materials: Blank checks obtained from a bank or teacher make a ditto copy of a check and check stub or register.

Procedure: Discuss purpose of a check. Use chalkboard to show correct method for writing a check. Begin with a given amount of money in account. Allow class to write various checks. Teacher give purpose for check. Students will fill out check register too.

CAREER AWARENESS

Theme: Spending Spree

Grade Level 5
Curriculum Area Math
Life Role Family

Purpose: Practice in spending for a specific purpose within specified limits and math operations.

Objectives:

1. Each child using a catalog (Wards, Sears) and with a money limit will choose items to "buy" within the limit.
2. Each child will use the basic arithmetic operations with 70% accuracy.

Materials: Paper and pencils
Catalog (Wards, Sears, Penneys)

Prodedure:

1. Set up your individualized project with a seasonal theme (new school clothes, Christmas, winter sports)
2. Set a reasonable limit for the theme ($50.00 for new school clothes)
3. Students list items and cost with total.
4. Enough time allowed for each child to become involved in the project.
5. Follow-up activities in evaluating difficulties in purchasing all needs within the limits, usefulness of items purchased.

5

GENERAL

CAREER AWARENESS

Theme: **Habits and Attitudes Necessary for Successful Employment**

Grade Level 5
Curriculum Area Social Studies
Life Role Vocational

Purpose: To teach through the use of a game awareness of certain habits and attitudes.

Objectives: To have children formulate, generalize, interpret and observe that certain acceptable habits and attitudes are necessary for successful employment. Children will need to read to play.

Materials: Teacher prepares cards by pasting on heavy tagboard rectangles (Use size of standard playing cards.) Paste playing track on heavy cardboard. Markers are needed for players.

Procedure: Two players play. Cards are shuffled and players take turns drawing cards. Cards are face down. Teacher may add other habits or attitudes to card deck. They read and follow directions given on card. Game ends when one player reaches end of track.

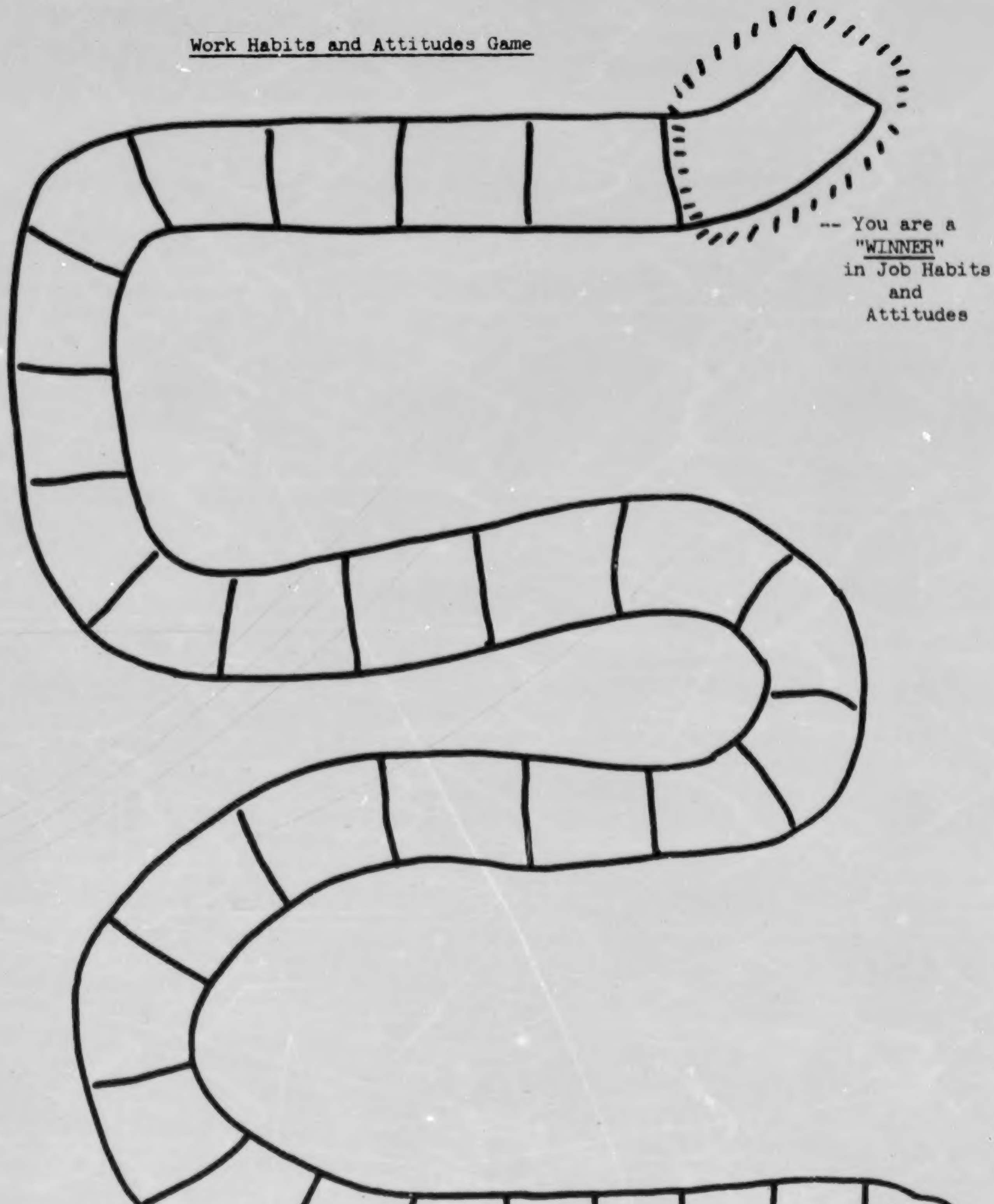
Theme: Habits and Attitudes Necessary for Successful Employment (cont.)

YOU HAVE GOOD WORK HABITS. ADVANCE ONE SPACE	YOU TAKE CARE OF TOOLS AND MATERIALS. MOVE AHEAD ONE SPACE
YOU GET ALONG WITH FELLOW EMPLOYEES GO AHEAD ONE SPACE	YOU COOPERATE WITH OTHER EMPLOYEES. MOVE AHEAD ONE SPACE
YOU SHOW NEATNESS IN ANY WORK THAT IS DONE ADVANCE ONE SPACE	YOU DO NOT WASTE MATERIALS. MOVE FORWARD ONE SPACE
YOU MAKE EVERY EFFORT TO COMPLETE WORK ON TIME. GO AHEAD ONE SPACE	YOU GET TO WORK ON TIME. TRAVEL AHEAD TWO SPACES
YOU FOLLOW INSTRUCTIONS GIVEN MOVE FORWARD TWO SPACES	YOU REPORT TO WORK EVERY DAY. GAIN TWO SPACES
YOU ARE NEAT IN YOUR PERSONAL APPEARANCE. TRAVEL AHEAD ONE SPACE	YOU TAKE SUGGESTIONS FOR IMPROVEMENT AND MAKE USE OF THIS INFORMATION. GAIN TWO SPACES
YOU RESPECT THE RIGHTS OF OTHER EMPLOYEES. ADVANCE ONE SPACE	YOU DO NOT WASTE TIME. PROCEED ONE SPACE
YOU ARE HONEST AND TRUSTWORTHY WITH EMPLOYER. ADVANCE THREE SPACES	YOU ARE HAPPY IN YOUR WORK. GO AHEAD TWO SPACES

Theme: Habits and Attitudes Necessary for Successful Employment (cont.)

YOU DID NOT FOLLOW INSTRUCTIONS MOVE BACK ONE SPACE	YOU WERE LATE TO WORK. MOVE BACK TWO SPACES
YOU DO NOT GET ALONG WITH FELLOW EMPLOYEES. GO BACK ONE SPACE	YOU ARE NOT NEAT IN YOUR WORK. MOVE BACK ONE SPACE
YOU DO NOT REPORT TO WORK EVERYDAY RETURN TWO SPACES	YOU ARE NOT HAPPY IN YOUR WORK. BACK UP TWO SPACES
YOU ARE UNWILLING TO TAKE SUGGESTIONS FOR IMPROVEMENT. MOVE BACK TWO SPACES	YOU DO NOT TAKE CARE OF YOUR TOOLS OR THOSE OF YOUR EMPLOYER. RETURN ONE SPACE
FIRED START OVER IN NEW EMOLOYMENT	YOU HAVE POOR WORK HABITS. RETURN ONE SPACE
YOU WASTE TIME RETURN ONE SPACE	YOU WASTE MATERIALS. TRAVEL BACK ONE SPACE
YOU ARE NOT TRUSTWORTHY GO BACK THREE SPACES	

Work Habits and Attitudes Game


-- You are a "WINNER" in Job Habits and Attitudes
X
Start Employme

CAREER AWARENESS

Theme: Hobbies

Grade Level 5
Curriculum Area Language Arts
Life Role Leisure

Purpose: To define "hobby" and make the children aware of the possibilities in each category. Also to use the skill of classifying.

Objectives:
1. The class will define the term hobby through discussion.
2. Using a list of hobbies, the class will define categories of hobbies with teacher direction.
3. Using the skill of classifying, all will classify hobbies into the categories with 75% accuracy.

Materials: board and chalk, paper and pencil

Procedure:
1. Use after pages 14-18 in New Directions in English - 5th. Deals with classifying.
2. As a class, define the term hobby--an activity that's primary purpose is enjoyment and fulfillment to the doer.
3. List hobbies on the board.
4. Through discussion develop categories of hobbies (a) collections (b) construction (models) (c) crafts (d) indoor activities (drama, dance) (e) outdoor activities (sports, gardening). Some hobbies will overlap.
5. Classify at least the hobbies on the board into the categories developed. May do as individuals, teams, or class.
6. Can play 20 questions using hobbies, page 19-20 in New Directions - 5th.

CAREER AWARENESS

Theme: Hobby Hunt

Grade Level 5
Curriculum Area General
Life Role Leisure

Purpose: To familiarize students with possible hobbies.

Objectives:
1. The child with a list of 34 hobbies will locate and circle at least 15 hobbies on the ditto.
2. Playing the game, each child will observe the variety of hobbies available.

Materials: Ditto of game and pencil.

Procedure:
1. The children may work as individuals or teams to complete the ditto. This can be an assignement or a fun activity when work is completed.
2. The list of hobbies can be used as a classifying activity: a) collecting, b) constructing, c) crafts, d) indoor activities, e) outdoor activities.
3. The teacher might encourage each child to choose a hobby (not necessarily on the list) to be developed. At the end of the year, the room could have a hobby fair displaying hobbies. Those whose hobbies can't be displayed the class could have a program or demonstration time.

Theme: Hobby Hunt (cont.)

HOBBY HUNT

Directions: Find the hidden hobby and circle it. The hobbies are across, down, diagonal, and backwards. As you find the hobby, mark it on the list.

```
M O D E L S H I P B U I L D I N G B
X A O Z I T B L O D E S T V O W V T
L K L S U R W A T F C B S P N U O N
G E L B H O C S T I T C H E R Y L E
A V S Z I P K O E P G D Y T U O S M
R Y W A T S M Z R O C K E T R Y A U
D I T F M A C N Y R W T A S K C O R
E N S U E B O U D C Y C L I N G Y T
N N A D T Y S E L E C T R O N I C S
G N I T C A D K O B A U N I Y S B L
U K W X R Z P H O T O G R A P H Y A
Y E S T A M P S K W A B T E R E O C
G N H J F I G N I T N I A P N L Q I
N A I W T U A W N G A Z Y S R L U S
I B S I N G I N G Z N Q U A T S A U
K X R S Y O A N S G N I C N A D I M
R V A B A N I M A L S C W D U O R F
O B C T U T O Y S E W S R E C B P I
W G O A T R A I N M O D E L S E L W
D N U I T W B E I A D R W K S Q A Y
O I N A K E N P O K R S T C E S N I
O K N I E M A R C A M K N A O P E N
W I B W O T W E E T C O A N W F S B
K H F A E O T F A R C R E H T A E L
```

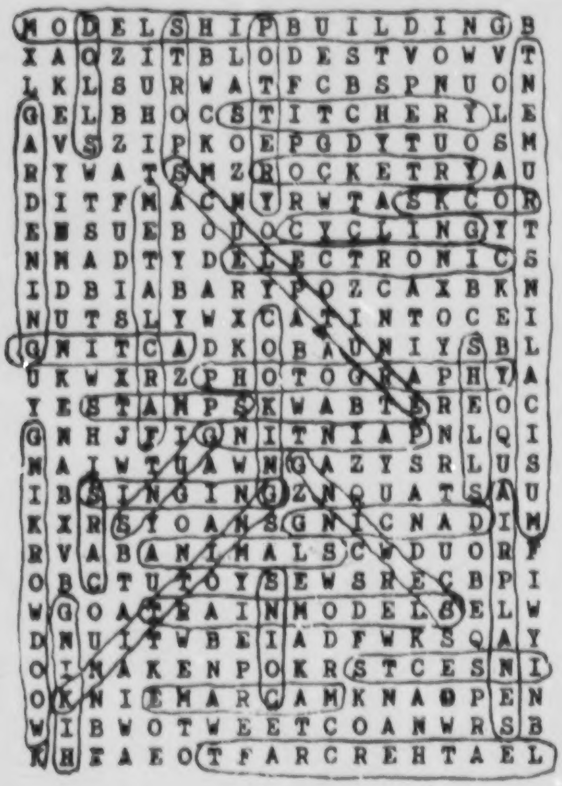
Hobbies

1. acting
2. airplanes
3. animals
4. cars
5. coins
6. cooking
7. cycling
8. dancing
9. dolls
10. electronics
11. gardening
12. guns
13. hiking
14. insects
15. knitting
16. leathercraft
17. macrame
18. metal craft
19. model shipbuilding
20. musical instrument
21. painting
22. photography
23. pottery
24. rocketry
25. rocks
26. sculpture
27. sewing
28. shells
29. singing
30. sports
31. stamps
32. stitchery
33. train models
34. woodworking

Theme: **Hobby Hunt** (cont.)

HOBBY HUNT KEY

Directions: Find the hidden hobby and circle it. The hobbies are across, down, diagonal, and backwards. As you find the hobby, mark it on the list.



M O D E L S H I P B U I L D I N G B
X A O Z I T B L O D E S T V O W V T
L K L S U R W A T F C B S P N U O N
G E L B H O C S T I T C H E R Y L E
A V S Z I P K O E P G D Y T U O S M
R Y W A T S M Z R O C K E T R Y A U
D I T F M A C N Y R W T A S K C O R
E M S U E B O U O C Y C L I N G Y T
N M A D T Y D E L E C T R O N I C S
I D B I A B A R Y P O Z C A X B K N
N U T S L Y W X C A T I N T O C E I
G N I T C A D K O B A U N I Y S B L
U K W X R Z P H O T O G R A P H Y A
Y E S T A M P S K W A B T E R E O C
G N H J T I G N I T N I A P N L Q I
N A I W T U A W N G A Z Y S R L U S
I B S I N G I N G Z N Q U A T S A U
K X R S Y O A N S G N I C N A D I M
R V A B A N I M A L S C W D U O R F
O B C T U T O Y S E W S R E C B P I
W G O A C R A I N M O D E L S E L W
D N U I T W B E I A D F W K S Q A Y
O I M A K E N P O K R S T C E S N I
O K N I E M A R C A M K N A O P E N
W I B W O T W E E T C O A N W R S B
K H F A E O T F A R C R E H T A E L

Hobbies

1. acting
2. airplanes
3. animals
4. cars
5. coins
6. cooking
7. cycling
8. dancing
9. dolls
10. electronics
11. gardening
12. guns
13. hiking
14. insects
15. knitting
16. leathercraft
17. macrame
18. metalcraft
19. model shipbuilding
20. musical instrument
21. painting
22. photography
23. pottery
24. rocketry
25. rocks
26. sculpture
27. sewing
28. shells
29. singing
30. sports
31. stamps
32. stitchery
33. train models
34. woodworking

CAREER AWARENESS

Theme: Job-O

Grade Level 5
Curriculum Area General
Life Role Vocational

Purpose: To match job with skill

Objectives: Using "Job-O" card with job name, each student will match the job with a job skill the teacher reads, with 80% accuracy.

Materials:

1. "Job-O" cards--one per student
2. Beans or available medium for space filler
3. 3 x 5 cards with skills listed for teacher
4. Prize (optional)

Procedure:

1. Each child will have a Job-O card and space filler.
2. Same rules as for Bingo. Can also play Blackout.
3. Teacher reads skill from card, child looks for job name.
4. Teacher can have cards dittoed off and either fill in spaces on cards, or have class first timers fill in. One free space per card. Be sure job only once on a card and no two cards alike. Best if cards are mounted on tagboard. Teacher also makes up 3 x 5 cards with skill and one skill per card.

J	O	B	O

Idea: Pat Walhood

Theme: Job-O (cont.)

JOB	SKILL
1. Pharmacist	Makes medicine
2. Secretary	Typing
3. Reporter	Writes well
4. Truck driver	Good eyesight and map reading
5. Cook	Reads and understand recipes
6. Bricklayer	Works with morter and brick
7. Rock group member	Plays guitar
8. Nurse	Bandages wounds
9. Dentist	Fills teeth
10. Lawyer	Speaking ability and knowledge of laws
11. Architect	Ability to design buildings
12. Fireman	Ability to control and prevent fires
13. Athlete	Physically coordinated in sports
14. Salesman	Talks to people and makes them want something
15. Bank teller	Good in simple math
16. Bartender	Mixes drinks
17. Waitress	Good memory; good at balancing dishes
18. Roofer	Not afraid of heights; uses a hammer or tar
19. Pilot	Flies a plane
20. Mailman	Reads addresses well; knows city well; strong

Theme: Job-O (cont.)

21. Auto mechanic	Repairs cars
22. Plumber	Works with pipes
23. Tree surgeon	Works with trees to improve them
24. Telephone operator	Good hearing and answers phone calls
25. Custodian	Cleans; makes simple repairs
26. Projector operator	Operates machine to show films
27. Window washer	Not afraid of heights; cleans glass
28. Jockey	Rides horses
29. T.V. Rpairman	Understands electronics
30. Lumberjack	Cuts trees and moves them

CAREER AWARENESS

Theme: Occupational Awareness

Grade Level 5
Curriculum Area Social Studies
Life Role Vocational

Purpose: To become aware of the many kinds of work people are involved in in a community.

Objectives:

1. Each child viewing a selected film will be able to identify and list at least 15 different kinds of jobs people in the film are doing.
2. The class will classify the jobs listed into catagories of data, things or people.

Materials:

film — sound or film strip with present unit of work (social studies, science)
paper - pencil
chalkboard

Procedure:

1. Introduce film, state purpose
2. Share, then list and classify jobs after viewing film

CAREER AWARENESS

Theme: Personal Responsibilities in the Classroom

Grade Level 5
Curriculum Area General
Language Arts
Life Role Citizen

Purpose: To specifically define responsibilities of both students and teacher. This will be referred to throughout the year for evaluation.

Objectives:

1. Using paper and pencil, each child and teacher will write out what he feels are his personal responsibilities in the classroom.
2. Teacher will list on the board students' and teacher's ideas of responsibilities.
3. Using discussion, students and teacher will agree on responsibilities which will then be listed on a chart.

Materials:

paper and pencil
chart paper or butcher paper
marking pens

Procedure:

1. Both teacher and students first individually list ideas of their responsibiliites in the room. Then list responsibilities of other's role.
2. Using discussion, teacher lists on the board students' ideas of their responsibility and teacher's.
3. Teacher may add to either list personal ideas.
4. Class should discuss and modify lists to the point where satisfactory lists can be constructed.
5. Chart should be made.
6. Evaluation should be done periodically (i.e. week, month). Possibility of having room on the chart to give "grade" at evaluation as to how each is doing (student-teacher) so improvement can be seen or worked toward.

Example:

RESPONSIBILITIES

Grade	Student	Teacher	Grade
Good	1. Keep desk area safe	See that room is safe	Good
	2. Complete work capable of	Correct work	

Have cards with hole to fit on pin on baord. Any type of evaluation could be used; letter grades, face-happy, word

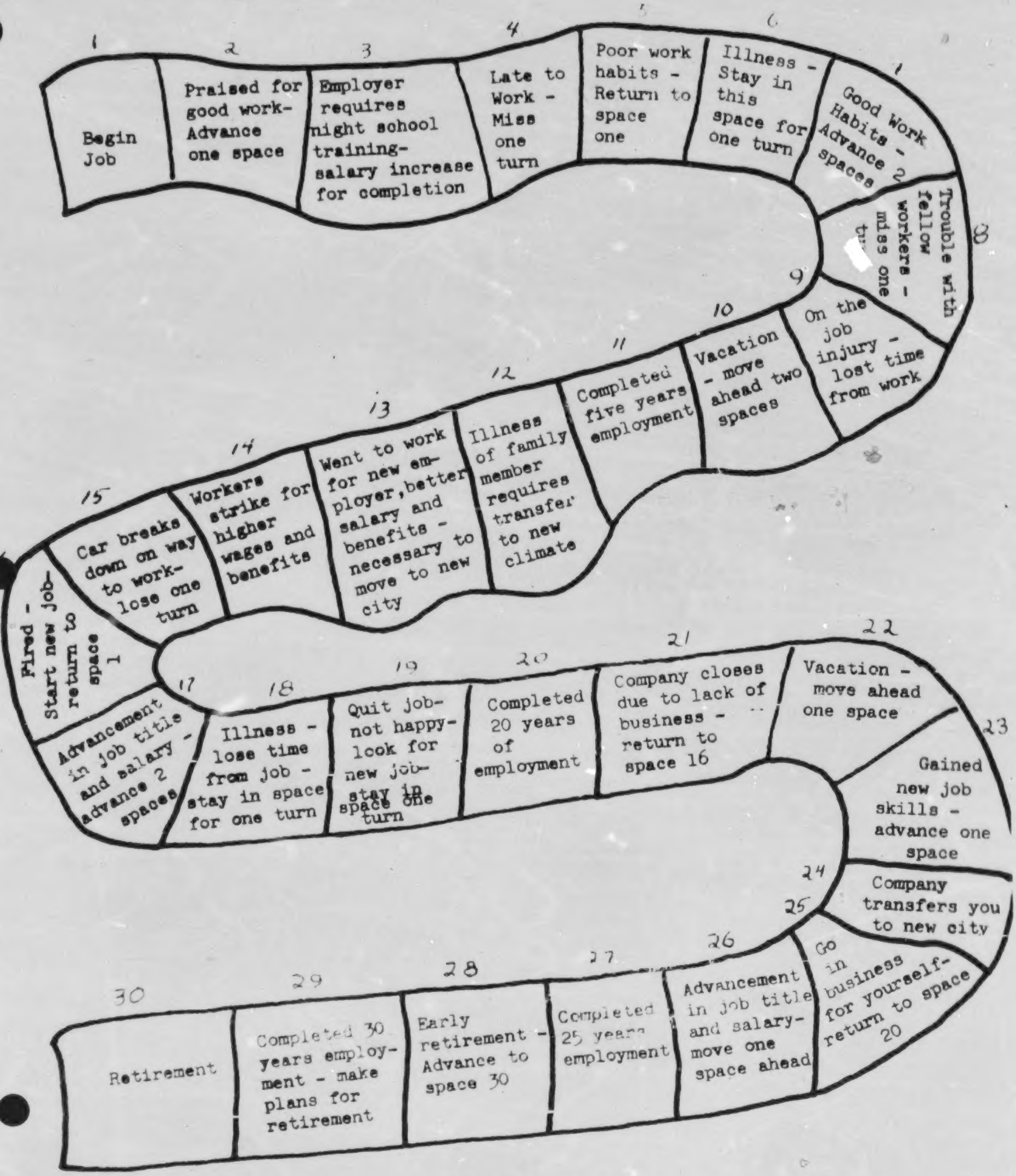
CAREER AWARENESS

Theme: Work Exper-ee-o (Game)

Grade Level 5
Curriculum Area General
Life Role Vocational

Purpose:	To allow children to experience some of the difficulties and joys of working in the job world.
Objectives:	The students will discover, interpret, and generalize some of the job experiences expressed in this game.
Materials:	Ditto copy of this game pasted on heavy cardboard. One die or spinner board divided into six spaces. Student markers are also needed.
Procedure:	Game is played with above items. Two players will play. Each taking turns and following printed instructions.

Theme: Work Exper-ee-o



1 Begin Job

2 Praised for good work- Advance one space

3 Employer requires night school training- salary increase for completion

4 Late to Work - Miss one turn

5 Poor work habits - Return to space one

6 Illness - Stay in this space for one turn

7 Good Work Habits - Advance 2 spaces

8 Trouble with fellow workers - miss one tu

9 On the job injury - lost time from work

10 Vacation - move ahead two spaces

11 Completed five years employment

12 Illness of family member requires transfer to new climate

13 Went to work for new employer, better salary and benefits - necessary to move to new city

14 Workers strike for higher wages and benefits

15 Car breaks down on way to work- lose one turn

Fired - Start new job- return to space 1

17 Advancement in job title and salary - advance 2 spaces

18 Illness - lose time from job - stay in space for one turn

19 Quit job- not happy- look for new job- stay in space one turn

20 Completed 20 years of employment

21 Company closes due to lack of business - return to space 16

22 Vacation - move ahead one space

23 Gained new job skills - advance one space

24 Company transfers you to new city

25 Go in business for yourself- return to space 20

26 Advancement in job title and salary- move one space ahead

27 Completed 25 years employment

28 Early retirement - Advance to space 30

29 Completed 30 years employment - make plans for retirement

30 Retirement

Career

Awareness

Grade 6

Leonard Johnson
Ed O'Brien
Becky Rowan

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6

ACTIVITIES

CAREER AWARENESS

Theme: Occupational Awareness I

Grade Level 6
Curriculum Area Social Studies
Life Role Vocational

Purpose: To identify a variety of occupations.

Objectives: Students will:

1. Demonstrate the ability to form small groups.
2. Identify by consensus a list of occupations.
3. Participate in a class discussion to determine a class list of occupations.

Materials:
Butcher paper
Crayons or felt pens

Procedure:

1. In small groups of 3 or 4, have students list, on butcher paper, occupations they can identify.
2. Upon completion of the task, have students display list.
3. The total group will then meet to compare lists for duplications.
4. A class list will be developed by using the method of consensus.
5. This will be followed by Activity II.

CAREER AWARENESS

Theme: Occupational Awareness II

Grade Level 6
Curriculum Area Social Studies
Life Role Vocational

Purpose: To identify a variety of occupations.

Objectives: Students will---

1. Formulate occupational categories.
2. Develop a chart identifying occupations.
3. Present their finished product.

Materials:
Butcher paper
Crayons or felt pens

Procedure:

1. In small groups of 3 or 4 have students group occupations into categories that they can define.
2. Each group will then make a chart, organizing the occupations into categories.
3. The groups will present their completed chart to the total class.
4. Continue on with Activity III.

CAREER AWARENESS

Theme: Occupational Awareness III

Grade Level 6
Curriculum Area Social Studies
Language Arts
Life Role Citizen

Purpose: Identify a variety of occupations.

Objectives: Students will identify and record data.

Materials: 3 x 5 cards and pencils

Procedure:

1. Have permission slips signed by parent or guardian.
2. Select a neighborhood business community.
3. With the help of aides, room mothers, etc., take students to selected area.
4. Using 3 x 5 cards, either in groups or individually, students will list the occupations they observe.
5. Continue with Activity IV.

CAREER AWARENESS

Theme: Occupational Awareness IV

Grade Level 6
Curriculum Area Science
Math
Social Studies
Life Role Vocational

Purpose: To identify a variety of occupations.

Objectives: Students will:

1. Compile data
2. Compare data
3. Identify occupations within the community

Materials: 3x5 cards developed in Activity III
crayons

Procedure:

1. In small groups of 3 or 4, students will pool their data gathered in Activity III.
2. Using a different color or symbol, each group will locate the occupation on the chart compiled in Activity II.
3. A tally mark will be made opposite the appropriate listed occupation.
4. By looking at the tally, groups can analyze and discuss the data.
5. Continue with Activity V.

CAREER AWARENESS

Theme: Occupational Awareness V

Grade Level 6
Curriculum Area Math
Science
Social Studies
Life Role Vocational

Purpose: To identify a variety of occupations.

Objectices: Students will:

1. Devise and apply a unit of measurement.
2. Organize and record data.
3. Construct a rough draft.

Materials: Paper and pencil

Procedure: Brief students on activities to follow:

1. Each group of 2 or 3 will make a rough draft of 1 square block.
2. Each group will devise their own unit of measurement (stepping, string, sticks).
3. Each group will choose one corner of the block for a starting place.
4. Using their unit of measurement, they measure and record all features within the designated area.
5. Upon returning to the classroom, each group will complete the project.

Suggested follow-up activities:

See E.I.S. Material on Mapping
See E.S.S. Material on Mapping

CAREER AWARENESS

Theme: Occupational Awareness VI

Grade 6
Curriculum Area Math
Art
Social Studies
Life Role Vocational
Citizen

Purpose: To identify a variety of occupations
1. Locate buildings in relation to a compass direction.
2. Locate and define building space used.
3. Construct to scale a model of a business community.

Materials: Rough draft from Activity V.
Measuring device from Activity V.
Cardboard, construction paper and balsa wood.

Procedure: Follow Activity V.
1. Hand students back their finished projects from Activity V.
2. Using the same groups which completed each project have them construct a three dimensional model of the business section of their city block.

CAREER AWARENESS

Theme: Autobiography*

Grade Level	6
Curriculum Area	Health Language Arts
Life Role	All

Purpose: To help develop self awareness.

Objectives: After class discussion, students will:
1. Be able to define autobiography.
2. Organize data for an autobiography.
3. Write an autobiography.

Materials: Pen, pencil and paper

Procedure:
1. Class discussion of the word autobiography.
2. Write a brief autobiography - include the following:
    A. Where were you born?
    B. Tell about your family and their role in the community.
    C. Tell about the most important thing you have done.
    D. Tell your life's goals.
3. (Optional)
   Students exchange autobiographies and discuss with peers.

* Taken from Dr. Michael Giammatteo "Little Techniques for the Long Hour".

CAREER AWARENESS

Theme: Occupations Related to 4 Major Areas of Outdoor School I

Grade Level 6
Curriculum Area Social Studies
Life Role Vocational

Purpose: To acquaint students with careers connected to Ecology.

Objectives: Student will:

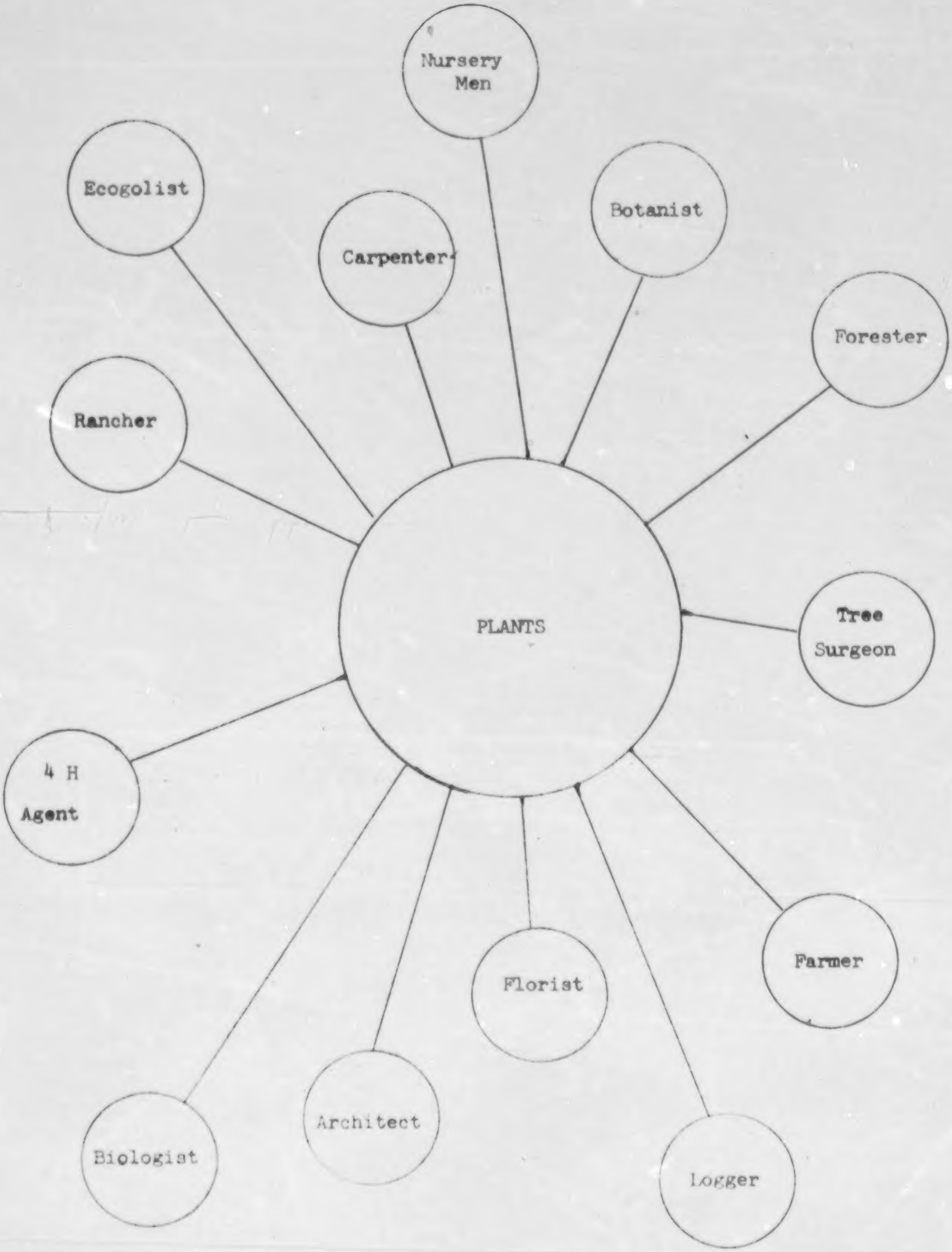
1. Identify related careers.
2. Construct a group career cluster.
3. In a class discussion, using method of concensus, pool data.
4. Transpose data to master chart.

Materials: Pencil and paper
Butcher paper and felt pens or crayons

Procedure:

1. Teacher constructs a rough draft of a career claster on chalk board (see attached sheet).
2. Class discussion of what a career cluster is. Fill in a few examples.
3. Class breaks into groups of 4-6.
4. Each group draws a blank career cluster design using one of the following topics (plants, animals, water, soil) in the central core.
5. Groups brainstorm for related occupations to complete design.
6. Class constructs a master cluster.
   - A. Teacher makes a blank chart and asks groups to fill in career cluster or
   - B. Groups select a member to fill in master career cluster.
7. Continue with Activity II.

Theme: Occupations Related to 4 Major Areas of Outdoor School I


Nursery Men
Ecogolist
Carpenter
Botanist
Forester
Rancher
PLANTS
Tree Surgeon
4 H Agent
Farmer
Florist
Architect
Biologist
Logger

CAREER AWARENESS

Theme: Occupations Related to the 4 Major Areas of Outdoor School II

Grade Level	6
Curriculum Area	Science Social Studies
Life Role	Vocational

Purpose: To acquaint students with careers connected to ecology.

Objectives: Students will:

1. Review career clusters related to Outdoor School (completed in Activity I).
2. Participate in classroom discussion to define natural resources.
3. Using method of concensus, construct new career cluster on natural resources.

Materials: Butcher paper, felt pens

Procedure:

1. Class review and discussion on meaning of natural resources.
2. Using career clusters formulated in Activity I (there should be a completed cluster in water, wildlife, soil, plants), consolidate onto a master career cluster using natural resources as a central core.
3. After consolidating from the 4 areas, students will brainstorm for additional related careers, to complete career cluster.

Note: Displays of charts, pamphlets, etc. from Forest Service, Dept. of Natural Resources, Game Commission, etc. should assist students in formulating ideas.

CAREER AWARENESS

Theme: Occupations Related to 4 Major Areas of Outdoor School III

Grade Level 6
Curriculum Area Science
Social Studies
Life Role Vocational

Purpose: To acquaint students with careers connected to ecology.

Objectives: Students will

1. Use the inquiry process as one technique for obtaining data.
2. List, analyze, and then respond to created questions.
3. Identify their given career.

Materials:

3 x 5 cards
felt pens
masking tape

Procedure:

1. Write one occupation from activities I or II, on 3 x 5 card.
2. Tape one card on each student's back (without them reading their own).
3. Explain rules:
   A. Your job is to discover what your occupation is.
   B. You may ask only 3 questions per classmate.
   C. Questions can be answered only YES or NO.
   D. Repeat questioning process until occupation is identified or time limit of 10-15 minutes is reached.
   E. Upon identifying occupation, card is changed from student's back to the front. (They continue to answer questions for other classmates).
4. Follow up with class discussion of questioning techniques used by various students.

Note: This activity can be adapted to many other curriculum areas.

Idea: John Davies

CAREER AWARENESS

Theme: Weather Occupation

Grade Level	6
Curriculum Area	Science
	Math
Life Role	Vocational
	Leisure

Purpose: To increase knowledge of how the weatherman records and predicts weather.

Objectives: Students will be able to--

1. Read the data from a thermometer, barometer, anemometer and a rain gauge.
2. Record the data observed on weather instruments on a daily basis.
3. Develop a graph showing the daily contrast in temperatures.
4. Observe and record the changes in daily cloud cover.

Materials: Thermometer, simple barometer, anemometer, rain gauge

Procedure:

1. Discuss ways and methods people use to predict weather and evaluate them.
2. Encourage students to make weather instruments of their own (or PPS kit weather).
3. Have students record daily observations and make forecast, using such catagories as: date, sunrise, sunset, temperature, clouds, sky, winds, our forecast, actual forecast.
4. Weather maps may be clipped from daily newspaper.
5. Make a graph of daily temperature highs and lows.
6. Arrange for a speaker from Oregon State Weather Bureau, field trip Weather Bureau (People in Products and Services, page 88; Elementary Science Investigations - McGraw Hill; book Weather.

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June/73

CAREER AWARENESS

Theme: Want Ads and Jobs I

Grade Level 6
Curriculum Area Language Arts
Social Studies
Life Role Vocational

Purpose: To develop an awareness of job opportunities.

Objectives: Students will:
1. Identify and list 20 job opportunities from classified section of a newspaper.
2. Participate in a class discussion to determine quantity and availability of listed occupations.

Materials:
pencil and paper
class load of newspapers
chalkboard and chalk

Procedure:
1. Order class load of newspapers from Oregonian (Call Education Dept. of Oregonian 226-2121).
2. From the classified section have students find a minimum of 10 job opportunities for men and 10 for women.
3. Tally findings on board.
4. Follow up with a class discussion which would include possible reasons for greater job opportunities available in some occupations.
   Possible reasons:
   A. Supply and Demand
   B. Seasonal Opportunities
   C. Job Entry Requirements
   D. Fringe Benefits (security and rewards)
5. Continue with Activity II.

Note: Teacher should be sure to stress dignity of all useful occupations.

CAREER AWARENESS

Theme: Want Ads and Jobs II

Grade Level 6
Curriculum Area Language Arts
Life Role Vocational

Purpose: To develop an awareness of job opportunities.

Objectives: Students will:
1. Select a job opportunity in classified section.
2. Write a letter of application.

Materials: class load of newspapers ordered from Education Dept. of Oregonian (226-2121)
pencil or pen and paper

Procedure:
1. Review form for writing a business letter. Have a model on the chalkboard.
2. Discuss job application criteria.
3. From the classified section, have students choose one job opportunity, and write a letter application.

CAREER AWARENESS

Theme: Want Ads and Jobs III

Grade Level 6
Curriculum Area Language Arts
Life Role Vocational

Purpose: Awareness of job opportunities

Objectives: Students will be able to:

1. Write a job advertisement for the classified section of a newspaper.
2. Identify qualifications an employee must meet.

Materials: newspaper
pencil and paper

Procedure:

1. Class discussion on procedures involved in writing an advertisement. (Refer to Easy in English, Applegate, pages 323-329).
2. Pretending they are an employer, students will write an advertisement for an employee, in the classified section of the newspaper.
3. They should include in their advertisement the necessary qualifications their employees must meet.

CAREER AWARENESS

Theme: Window Poster

Grade Level 6
Curriculum Area Art
Language Arts
Life Role All

Purpose: Awareness of advertising techniques

Objectives: Students will:
1. Use inquiry method in formulating ideas.
2. Organize data.
3. Analyze characteristics of ads used in attracting attention.
4. Develop an ad using method of concensus.

Materials: Art paper and crayons

Procedure:
1. Students will be given the following information:
   - A. You have purchased a pizza parlor (taco, ice cream, hot dog, hamburger, etc.).
   - B. You are having a grand opening in one week.
   - C. Design a poster to attract customers.
2. Break students into groups of 4-6.
3. Each group is supplied with art paper and crayons.
4. Have group construct an ad (allow 15-20 minutes).
5. Groups present and explain their ad to class.
6. Display ads on bulletin board.
7. Class discussion (critique) of various techniques used.

Optional: Follow up with students making a scrapbook of various ads from magazines, etc.

Idea: Harold Kulm

PCE K-10
June/73

CAREER AWARENESS

Theme: Sales and Services I

Grade Level 6
Curriculum Area Social Studies
Life Role Vocational

Purpose: To develop awareness of differences between occupations associated with sales and services.

Objectives: Students will:

1. Differentiate between sales and service occupations.
2. Locate appropriate occupations in yellow pages.
3. List 20 occupations.

Materials: telephone directories
paper and pencil

Procedure:

1. Obtain copies of telephone book from telephone company.
2. Through class discussion, develop definitions of sales and services, so that students can differentiate between them.
3. Divide students into groups (depending on number of directories obtained).
4. Refer students to the yellow pages, and have them locate and list 20 occupations (10 which come under sales and 10 which come under services).

CAREER AWARENESS

Theme: Sales and Services II

Grade Level	6
Curriculum Area	Social Studies
Life Role	Vocational

Purpose: To develop awareness of differences between careers associated with sales and services.

Objectives: Students will:
1. Differentiate between sales and service occupations.
2. Identify and list 5 products (sales) and 5 services.

Materials: paper and pencil
television

Procedure:
1. Review class definition of sales and service as formulated in Activity I.
2. Using paper and pencil, have students divide paper into 2 parts by drawing a line down the center of their paper.
3. Students will title one side Sales, and the other side Services.
4. Have class watch several television commercials, and place product or service in appropriate place on their paper.

CAREER AWARENESS

Theme: Sales and Services III

Grade Level 6
Curriculum Area Social Studies
Life Role Vocational

Purpose: To develop awareness of differences between careers associated with sales and services.

Objectives: Students will:
1. Demonstrate ability to work in groups.
2. Use research skills to answer questions.
3. Complete ditto sheet.

Materials:
telephone directories
ditto sheets of questions relating to telephone book
paper and pencil

Procedure:
1. Divide students into groups (size depends on number of telephone directories obtained).
2. Hand out ditto sheet of questions (shown on sample).
3. Instruct students to use the yellow pages of the telephone directory as a resource.

QUESTIONS RELATING TO THE PORTLAND TELEPHONE BOOK

1. Name 5 things you could buy at Howell's.
2. What is the address and phone of Hooks Cyclery?
3. How many plants does Willamette Hi-Grade Concrete Co. have?
4. Name at least 2 dealers who sell the following motorcycles:
    - A. Honda
    - B. Kawasaki
    - C. Suzuki
5. Give the name, address and phone number of 2 travel bureaus.
6. Give the name, address and phone number of 2 pet shops.
7. Who is the distributor for Sony television sets.
8. How many businesses are listed under "Tear Gas Equipment and Supplies"?
9. Give 5 brands of ski equipment carried by Larry's Ski Haus?
10. What are some services offered by Hillsboro Aviation?

CAREER AWARENESS

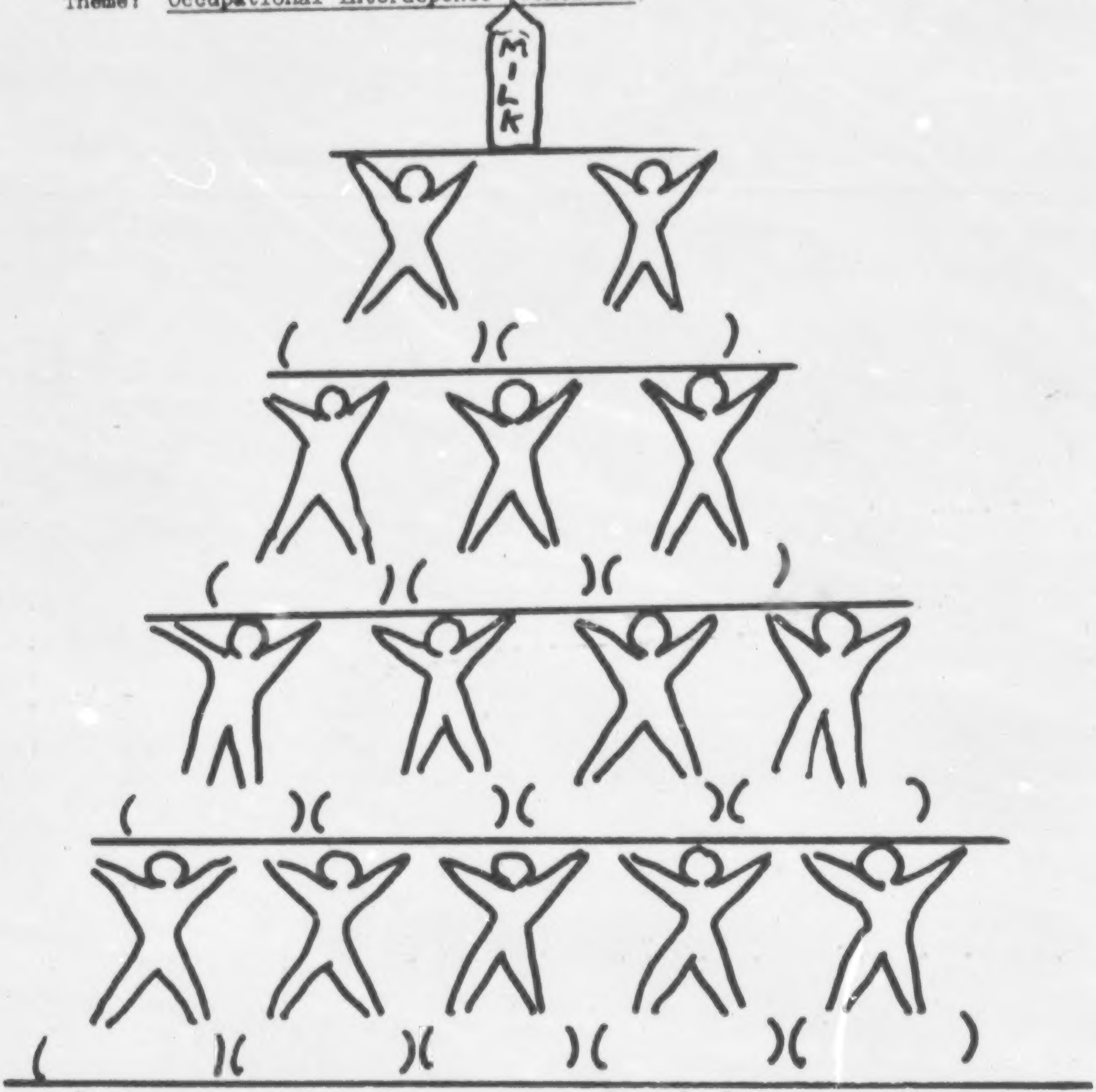
Theme: Occupational Interdependence

Grade Level 6
Curriculum Area Social Studies
Life Role Vocational

Objectives: Students will be able to:
1. Pool data through a class discussion of the dependency of occupations.
2. Identify the interdependence of occupations.
3. Complete People Pyramid ditto.

Materials: pencils, paper and ditto sheet

Procedure:
1. Discuss the interdependence of occupations to produce one item delivered to them.
2. Identify the number of occupations it takes to produce one quart of milk for them.
3. Teacher hand out 'People Pyramid' ditto as follows.
4. The students will match the supportive occuptions in a logical order.



*Filling Machine operator

Grocery clerk

Truck (Factory Workers)

Milk truck driver

Farmer (Feed)

Box Boy

Pasteurizer

Truck Loader

Bacteria Tester

Paper Carton (Factory Workers)

Fertilizer (Factory Worker)

Dairyman (Care of Cows)

Electric Milker (Factory Workers)

Truck Mechanic

*Taken from Career Education an Idea Book

CAREER AWARENESS

Theme: Bank Services

Grade Level 6
Curriculum Area Vocational Education
Life Role Family
Vocational

Purpose: To develop awareness of banking services.

Objectives: Students will:
1. List bank services.
2. Relate banking services to life situations.
3. Gather data to complete chart.
4. Participate in class discussion.

Materials: pencil and paper

Procedure:
1. Have students list services that a bank in their community provides (checking, savings, money exchange, safe-deposit, loans, trusts, traveler's checks).
2. Class discussion of bank services.
3. Using form (next page) to describe one or more banking services that each of the following persons might use.
4. Class discussion of completed charts.

Optional: Field trip to community bank.

Theme: Bank Service (continued)

PERSON(S) USING THE SERVICE	BANKING SERVICES USED
1. A teenager who has inherited a large sum of money.	
2. A high school student who is planning to buy a car.	
3. The manager of a retail store.	
4. Two high school graduates planning a trip to Disneyland.	
5. A family preparing to build a new swimming pool.	
6. A young couple buying their first home.	
7. A boy who has a new job and is planning to start out on his own.	
8. A student operated school supplies store.	

CAREER AWARENESS

Theme: "What If"

Grade Level 6
Curriculum Area Language Arts
Social Studies
Life Role All

Purpose: To promote awareness of the effect changing conditions might have on our society.

Objectives: Students will:
1. Formulate possible hypothesis on their chosen "If" topic.
2. Write a paragraph.
3. Pool data through class discussion.

Materials: paper and pencil
chalkboard, chalk

Procedure:
1. Teacher lists the following topics on chalkboard under the title of "What If".
    - A. Everyone was born with the same ability.
    - B. There were no schools.
    - C. There had been no major inventions in the last 100 years.
    - D. People worked and lived in the same place.
    - E. The weather never changed.
    - F. There were no laws.
    - G. There were no industries.
    - H. Geographical areas were all alike.
    - I. The average work day was only 4 hours.
2. Instruct students to:
    - A. Pretend they are living in a society in which one of the above factors is true.
    - B. Pick a topic and write a paragraph describing what this society might be like.
3. Read and discuss the finished products.

CAREER AWARENESS

Theme: Inventions and Progress I

Grade Level 6
Curriculum Area Science
Social Studies
Life Role All

Purpose: To develop awareness of the importance of inventions to our society.

Objectives: Students will:

1. Demonstrate the ability to work in groups.
2. Formulate a list of inventions.
3. Recite their list to the class.
4. Participate in a class discussion to pool data.
5. Construct a class list.

Materials:

paper and pencil
butcher paper
chalk and chalkboard

Procedure:

1. Divide class into groups from 4-6.
2. Instruct each group to make a list of all major inventions they can think of.
3. Each group will present their list to the class.
4. Using method of concensus, a combined class list will be made, either on butcher paper or the chalkboard.
5. Follow up with Activity II.

CAREER AWARENESS

Theme: Inventions and Progress II

Grade Level 6
Curriculum Area All
Life Role All

Purpose: To develop awareness of the importance of inventions to our society.

Objectives: Students will:
1. Use inquiry process as one method of obtaining information.
2. Identify the invention.

Materials: Class list made in Activity I.

Procedure: This is the game of twenty questions, using inventions as the topic to be discovered.
1. Class may refer to list made in Activity I.
2. Teacher explains rules of game.
   - A. One person is chosen from class.
   - B. He picks an invention, telling one other classmate his choice. (This classmate is known as his "expert", and may help him answer questions).
   - C. The class may ask questions which will be answered either "Yes" or "No".
   - D. The class is allowed only 20 questions to discover the invention.

Note: If inventions are guessed too easily, limit game to smaller number of questions.

3. Continue with Activity III.

CAREER AWARENESS

Theme: Inventions and Progress III

Grade Level 6
Curriculum Area All
Life Role All

Purpose: To develop awareness of the importance of inventions to our society.

Objectives: Students will:

1. Review class list formed in Activity I.
2. Write a paragraph.

Materials: paper and pencil
class list of inventions

Procedure:

1. Instruct students to pick one invention (listed in Activity I).
2. Have them write a paragraph giving the following choices:
   A. How does this invention affect you personally?
   B. What might your life be like if this invention no longer existed?

CAREER AWARENESS

Theme: Mass Production

Grade Level	6
Curriculum Area	Social Studies Science Art
Life Role	Vocational

Purpose: To demonstrate principle of mass production.

Objectives: Students will:
1. Demonstrate ability to work in groups.
2. Construct a chain.
3. Participate in a class discussion.

Materials:
- construction paper
- scissors
- paste
- rulers

Procedure:
1. Divide students into 4-6 groups.
2. Assign each group a certain section of the room in which to work.
3. Explain that they are going to participate in a contest to see which group can make the longest paper chain in a 30 minute period.
4. Before the time limit starts, secretly prepare one group to use the assembly line technique, and assign each member of the group a specific task (i.e. two students measure, two students cut, one student pastes, one student connects links).
5. Start all groups working at a given time, stopping at the end of 30 minutes.
6. Compare chains to determine winner (hopefully group using assembly line technique will have produced longest chain).
7. Have class discussion on principle of mass production.

CAREER AWARENESS

Theme: Man and Machines

Grade Level 6
Curriculum Area All
Life Role All

Purpose: To develop awareness of man's dependence on machines.

Objectives: Students will:

1. Locate pictures in magazines which demonstrate machines helping man.
2. Cut out pictures.
3. Identify proper category in scrapbook and paste in pictures.
4. Complete scrapbook.

Materials:

art paper for scrapbook
scissors
paste or glue
brass heads or yarn
magazines

Procedure:

1. Have students make a scrapbook entitling it Machines that Help Man.
2. Instruct them to divide it into the following categories:
   A. Think
   B. Work
   C. Communicate
   D. Play
   E. Move
3. The class, provided with magazines, will then cut out pictures of machines, and arrange them under the proper category, to complete scrapbook.

CAREER AWARENESS

Theme: Effect of Events on cur Economy

Grade Level 6
Curriculum Area Social Studies
Life Role Citizen

Purpose: Develop an awareness of changes which might effect our economy.

Objectives: Students will:

1. Analyze the effect of various events on our economic system.
2. Record their ideas on a chart.
3. Pool data in a class discussion.

Materials: pencil and ditto sheet

Procedure:

1. Duplicate chart (on following page).
2. Either individually or in groups, have students record on the space provided, how each event might effect the operation of our economic system.
3. Class discussion of their ideas.

Theme: Effect of Events on our Economy

Event	Explanation
Water Shortage	
Gas Shortage	
Population Increase	
Rose Festival	
Exploration of Outer Space	
Shorter Work Week	
Dock Strike	

CAREER AWARENESS

Theme: Cost Analysis of a 10 Speed Bike I

Grade Level 6
Curriculum Area Economics
Life Role Vocational

Purpose: To develop awareness of costs involved from raw materials to consumer.

Objectives: Students will:

1. Participate in class discussion.
2. List minimum of 20 examples.
3. Pool data.

Materials: paper and pencil

Procedure:

1. Teacher lists following terms on board:
   - A. Raw materials
   - B. Labor
   - C. Taxes
   - D. Utilities
   - E. Profit
2. Class discussion to define terms.
3. Each individual then lists a minimum of four examples of each term.
4. Individuals share data with class.
5. Continue with Activity II.

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CAREER AWARENESS

Theme: Cost Analysis of 10 Speed Bike II

Grade Level 6
Curriculum Area Economics
Life Role Vocational

Purpose: Develop an awareness of costs involved from raw materials to consumer.

Objectives: Students will:
1. Observe and identify various bike parts.
2. List various parts of bike.
3. Use the method of concensus to pool data.

Materials: paper and pencil
chalkboard

Procedure:
1. Bring 10 speed bike into the classroom.
2. Individually, students list various parts of the bike.
3. Through process of group concensus, class compiles a list of bike parts.
4. Follow up with Activity III.

CAREER AWARENESS

Theme: Cost Analysis of 10 Speed Bike III

Grade Level 6
Curriculum Area Economics
Life Role Vocational

Purpose: To develop an awareness of costs involved from raw materials to consumer.

Objectives: Students will:

1. Analyze cost of a product.
2. Discover "hidden" costs of a product.
3. Gather data to complete chart.
4. Estimate costs.

Materials:
pencil
ditto sheet

Procedure:

1. Ditto copies of 10 speed bike cost analysis chart (see Activity II, page 2).
2. Brief review of terms (raw materials, labor, taxes, utilities, and profit).
3. Individually or in groups, students attempt to complete chart.

Note: Use of various catalogs (Sears, Wards, Penneys, etc.) should help to estimate retail costs of various parts.

4. Class discussion of cost analysis chart.

Theme: Cost Analysis of 10 Speed Bike

	Brief Description	Cost
Frame	Raw Materials	
	Labor	
	Taxes & Utilities	
	Profit	
Tires and Wheels	Raw Materials	
	Labor	
	Taxes & Utilities	
	Profit	
Seat	Raw Materials	
	Labor	
	Taxes & Utilities	
	Profit	
Gear Shift and Brake Assembly	Raw Materials	
	Labor	
	Taxes & Utilities	
	Profit	
Pedals & Handle Grips	Raw Materials	
	Labor	
	Taxes & Utilities	
	Profit	
Student Choice Accessories	Raw Materials	
	Labor	
	Taxes & Utilities	
	Profit	
Transportation to Portland		
Wholesale Dealer	Labor	
	Taxes & Utilities	
	Profit	
Retail Store	Labor	
	Taxes & Utilities	
	Profit	
	Total Cost of Bike to You	

CAREER AWARENESS

Theme: Occupational Mix and Match

Grade Level 6
Curriculum Area Social Studies
Language Arts
Life Role Vocational

Purpose: To develop awareness of occupational descriptions.

Objectives: Students will:
1. Match job title with description.
2. Use dictionary skills as necessary.

Materials:
dictionaries
paper and pencil
ditto master

Procedure:
1. Make a list of occupations and their description or definition.
2. Mix up the list, so the occupation does not match its definition. Label the lists Occupations (a) and Definitions (b).
3. Prepare a master ditto, and hand ditto sheets to each student.
4. Instruct the students to draw lines connecting list (a) with its counterpart in list (b), using dictionaries as a resource.

Theme: Occupational Mix and Match (continued)

A (Occupations)	B (Definitions)
Archaeologist	The earth and living things on the earth
Sociologist	Making of maps
Psychologist	Life and culture of ancient peoples
Ethnologist	Earth's crust and its changes
Geographer	Malfunction of nerves
Cartographer	Science of animals and animal life
Veterinarian	Morality
Meteorologist	Proper diet to ensure good health
Pharmacist	The human mind
Economist	Uses shorthand to record what is said
Optometrist	Studies and attempts to foretell changes in weather
Milliner	Welfare of the community
Nutritionist	Measuring vision and prescribing corrective lenses
Chiropractor	Making and selling of women's hats
Stenographer	Production, distribution and use of wealth
Zoologist	Treats sick or injured animals
Geologist	A qualified druggist

Draw a line connecting occupations in column A with the definitions in column B.

CAREER AWARENESS

Theme: Career Bingo

Grade Level 6
Curriculum Area Social Studies
Life Role Vocational

Purpose: To develop awareness of a variety of occupations.

Objectives: Students will:
1. Identify businesses from a teacher-prepared list.
2. Record locations.
3. Gather data to complete chart.

Materials: mimeograph sheets
pencils

Note: This activity is to be used on the bus, while students are traveling to or from a field trip.

Procedure:
1. Teacher chooses a minimum of 16 businesses.
2. Draw 2 charts on a master ditto.
   A. One chart (a) resembling a Bingo card, placing 1 business in each square.
   B. One card (b) resembling a Bingo card, leaving each square blank.
3. Explain Rules:
   A. Students will work in pairs, one is given card (b).
   B. When a business which is on card (a) is sighted, the student with card (a) marks out corresponding square on his card, while student with card (b) records address or approximate location on his.
   C. The winning pair are first to complete both cards.

Idea: Harold Kulm

PCE K-10
June/73

Theme: Career Bingo (continued))

Sample Card A

cleaners	car wash	florist	restaurant
realty	movie theater	car dealer	dentist office
service station	antique shop	lumber company	beauty shop
grocery store	body shop	bank	insurance company

Sample Card B

CAREER AWARENESS

Theme: ______________________________

Grade Level ____________________

Curriculum Area ________________

Life Role ______________________

Other __________________________

Purpose:

Objectives:

Materials:

Procedure:

CAREER AWARENESS

Theme: ______________________________

Grade Level ____________________
Curriculum Area ________________
Life Role ______________________
Other __________________________

Purpose:

Objectives:

Materials:

Procedure:

CAREER AWARENESS

Theme: ____________________

Grade Level ____________________
Curriculum Area ____________________
Life Role ____________________
Other ____________________

Purpose:

Objectives:

Materials:

Procedure:

4

EVALUATION FORMS

CAREER AWARENESS LESSON EVALUATION

LESSON TITLE ____

	Poor					Excellent
1. How well did you like it?	1	2	3	4	5	6
2. How well did it accomplish the stated objective?	1	2	3	4	5	6
3. Is it appropriate to grade level?	1	2	3	4	5	6
4. Student reaction	1	2	3	4	5	6

5. Activity used by ________whole class ___________small group

6. Changes (if any)?

Name of Evaluator __________________________ School ____________________

Date of Evaluation _________________________ Grade _____________________

CAREER AWARENESS LESSON EVALUATION

LESSON TITLE ______________________________

Poor — Excellent

1. How well did you like it? 1 2 3 4 5 6

2. How well did it accomplish the stated objective? 1 2 3 4 5 6

3. Is it appropriate to grade level? 1 2 3 4 5 6

4. Student reaction 1 2 3 4 5 6

5. Activity used by ________whole class __________small group

6. Changes (if any)?

Name of Evaluator ____________________ School ____________________

Date of Evaluation ____________________ Grade ____________________

CAREER AWARENESS LESSON EVALUATION

LESSON TITLE ____

	Poor				Excellent	
1. How well did you like it?	1	2	3	4	5	6
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5. Activity used by ________whole class __________small group

6. Changes (if any)?

Name of Evaluator ________________________ School ____________________

Date of Evaluation _______________________ Grade _____________________

EVALUATION FORMS

CAREER AWARENESS LESSON EVALUATION

LESSON TITLE ____

	Poor					Excellent
1. How w[illegible] did you like it?	1	2	3	4	5	6
2. How well did it accomplish the stated objective?	1	2	3	4	5	6
3. Is it appropriate to grade level?	1	2	3	4	5	6
4. Student reaction	1	2	3	4	5	6

5. Activity used by ________whole class __________small group

6. Changes (if any)?

Name of Evaluator ________________________ School ____________________

Date of Evaluation _______________________ Grade _____________________

CAREER AWARENESS LESSON EVALUATION

LESSON TITLE ____

		Poor					Excellent
1.	How well did you like it?	1	2	3	4	5	6
2.	How well did it accomplish the stated objective?	1	2	3	4	5	6
3.	Is it appropriate to grade level?	1	2	3	4	5	6
4.	Student reaction	1	2	3	4	5	6

5. Activity used by ________whole class __________small group

6. Changes (if any)?

Name of Evaluator ________________________ School ____________________

Date of Evaluation _______________________ Grade _____________________

6

EVALUATION FORMS

CAREER AWARENESS LESSON EVALUATION

LESSON TITLE ____

		Poor					Excellent
1.	How well did you like it?	1	2	3	4	5	6
2.	How well did it accomplish the stated objective?	1	2	3	4	5	6
3.	Is it appropriate to grade level?	1	2	3	4	5	6
4.	Student reaction	1	2	3	4	5	6

5. Activity used by ________whole class ________small group

6. Changes (if any)?

Name of Evaluator ____________________ School ____________________

Date of Evaluation ____________________ Grade ____________________

CAREER AWARENESS LESSON EVALUATION

LESSON TITLE ______________________________

	Poor				Excellent	
1. How well did you like it?	1	2	3	4	5	6
2. How well did it accomplish the stated objective?	1	2	3	4	5	6
3. Is it appropriate to grade level?	1	2	3	4	5	6
4. Student reaction	1	2	3	4	5	6

5. Activity used by ________whole class __________small group

6. Changes (if any)?

Name of Evaluator ________________________ School ____________________

Date of Evaluation _______________________ Grade ____________________